Idaho School Health Profiles
In Health & Physical Education
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2020 IDAHO STATE DEPARTMENT OF EDUCATION
SCHOOL HEALTH PROFILE SURVEY RESULTS

This report summarizes the results of the 2020 Idaho School Health Profile Survey (Profiles). The Idaho State Department of Education (SDE) conducted the Profiles during the Spring 2020 school semester. Similar surveys were conducted in Idaho in even years beginning in 1994. Results of previous principal and lead health education teacher surveys dating back to 2000 are available from the SDE.

Survey results for each of the primary Profiles’ categories: school health education; physical education and physical activity; practices related to bullying and sexual harassment; school health policies related to tobacco-use prevention and nutrition; school-based health services; family engagement and community involvement; and school health coordination are presented for each of the corresponding surveys:

- Results tables for the principal surveys
- Results tables for the lead health education teacher surveys

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CONTACT INFORMATION

For readers desiring additional information, contact Allie Moser, Idaho State Department of Education, for more information about the use of the Profiles in school health education programs:

- Phone - (208) 332-6947
- Email - AMoser@sde.idaho.gov

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- The Centers for Disease Control and Prevention, Division of Adolescent and School Health, and the WESTAT Technical Assistance Project
- The school principals, lead health education teachers, and lead physical education teachers who participated in the 2020 Idaho School Health Education Profiles Survey

School Health Profiles

The School Health Profiles is a system composed of surveys designed to assess middle and high school health policies and practices throughout the United States. School Health Profile surveys are conducted biennially by education and health agencies in many states, large urban school districts, territories, and tribal governments.

More information about the School Health Profiles, including an overview of the profiles or more detailed information on selected topics, can be found on the Centers for Disease Control and Prevention website: www.cdc.gov/healthyyouth/profiles/index.htm.
Because young people in Idaho attend school about six hours a day approximately 180 days per year, schools are in a unique position to address health-related behaviors in order to improve the health status of Idaho students; both immediately and throughout their lifetimes.

About the School Health Education Profile Survey

The principal and lead health education teacher Profiles questionnaires were developed by the Division of Adolescent and School Health (DASH), National Center for HIV, Viral Hepatitis, STD, and TB Prevention, Centers for Disease Control and Prevention (CDC) in collaboration with representatives from state, local, and territorial departments of health and education. These questionnaires can be used to monitor and assess the current status of school health education; physical education and physical activity; practices related to bullying and sexual harassment; school health policies related to tobacco-use prevention and nutrition; school-based health services; family engagement and community involvement; and school health coordination. The findings can also be used to develop policies and improve school health programs.

A more complete breakdown of the results of the survey can be obtained from the Idaho State Department of Education.

Profiles Methodology

Sampling

The 2020 School Health Profiles used a systematic equal probability sampling strategy (i.e., surveys were mailed to a random sample of principal and lead health education teachers in any regular public, charter, or alternative school that serves students in any of grades 6 through 12).

The 2020 Idaho Profiles utilized two questionnaires, one for school principals and one for lead health education teachers. The principal’s questionnaire examines health education from an administrative perspective, while the lead health education teacher’s questionnaire looked at health and physical education from an instructional perspective. These two questionnaires were mailed to 268 eligible secondary public, charter, and alternative schools containing any of grades 6 through 12 in Idaho during the spring of 2020. One or both questionnaires were completed and returned from 73% of schools (193 schools). Usable questionnaires were received from principals in 60% of schools and from lead health education teachers in 58% of schools.

Data Analysis

Because the nonresponse bias (i.e., response rate) for the 2020 Idaho Profiles indicated low bias in both surveys, the results are weighted and are representative of all Idaho public, charter, and alternative schools with students in any grades of 6 through 12. Therefore, it is appropriate for the 2020 Idaho Profiles survey results to be used to describe school health policies and practices of all regular public, charter, or alternative schools in Idaho.
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The 2020 Profiles Principal Survey results for all participating schools combined are presented in the following section. The percentages shown are representative of all regular public, charter, and alternative schools in Idaho that have at least one of grades 6 through 12. Results are organized by the topic areas included as part of the 2020 principal’s survey: school health education; physical education and physical activity; practices related to bullying and sexual harassment; school health policies related to tobacco-use prevention and nutrition; school-based health services; family engagement and community involvement; and school health coordination. For a more detailed breakout of all results contact the Idaho State Department of Education.

*Trend Analysis* - Selected measures include 2018 Profiles results for comparison. Additional trend analysis results are available from the Idaho State Department of Education.
Question 1. Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in the following areas.

- Physical Education and Physical Activity: 38.3%
- Nutrition: 38.1%
- Tobacco-use prevention: 37.6%
- Alcohol- and other drug-use prevention: 38.4%
- Chronic Health Conditions (e.g., asthma, food allergies): 29.6%
- Unintentional Injury and violence prevention (safety): 31.6%
- Sexual Health, including HIV, other STD, and pregnancy prevention: 24.7%

Question 2. Percentage of schools with a School Improvement Plan (SIP) that includes health-related objectives on the following topics.

- Health education: 33.2%
- Physical education: 33.0%
- Physical activity: 31.7%
- School meal programs: 33.0%
- Foods and beverages available at school outside the school meal programs: 30.6%
- Health services: 31.9%
- Counseling, psychological, and social services: 46.4%
- Physical environment: 48.0%
- Social and emotional climate: 65.8%
- Family engagement: 69.0%
- Community involvement: 63.8%
- Employee wellness: 40.6%
**Question 3.** Percentage of schools that reviewed health and safety data as part of school’s health improvement planning process.*
(2018 result: 49.3%)

*Among schools that engaged in an improvement planning process during the past year.

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**Each local education agency participating in the National School Lunch Program or the School Breakfast Program is required to develop and implement a local wellness policy.**

**Question 4.** Percentage of schools that performed each of the following activities during the past year.

- Reviewed school district’s local wellness policy: 87.1%
- Helped revise school district’s local wellness policy: 57.7%
- Communicated to school staff about district’s local wellness policy: 71.8%
- Communicated to parents and families about district’s local wellness policy: 59.4%
- Communicated to students about district’s local wellness policy: 59.8%
- Measured their school’s compliance with district’s local wellness policy: 69.0%
- Developed an action plan that describes steps to meet requirements of district’s local wellness policy: 53.9%

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**Question 5.** Percentage of schools that currently have someone who oversees or coordinates school health and safety programs and activities. (2018 result: 85.1%)
**Question 6.** Percentage of schools that have one or more than one group (e.g., a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities on health topics. (2018 result: 39.6%)  

43.7%

**Question 7.** Percentage of schools that have a school health council, committee, or team that did the following activities during the past year.*

- Identified student health needs based on a review of relevant data: 79.0%
- Recommended new or revised health and safety policies and activities to school administrators or the school improvement team: 78.3%
- Sought funding or leveraged resources to support health and safety priorities for students and staff: 73.3%
- Communicated the importance of health and safety policies and activities to district and school administrators, parent-teacher groups, or community members: 92.1%
- Reviewed health-related curricula or instructional materials: 80.8%

*Among schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.

**Question 8.** Percentage of schools that have taken any of the following actions related to before- or after-school programs.

- Included before- or after-school settings as part of the School Improvement Plan: 36.2%
- Encouraged before-or after-school program staff or leaders to participate in school health council, committee, or team meetings: 32.8%
- Partnered with community-based organizations (e.g., Boys & Girls Clubs, YMCA, 4H Clubs) to provide students with before- or after-school programming: 39.3%

*2020 Idaho School Health Profile Survey*
**HIV Prevention and Sexual Orientation**

**Question 9.** Percentage of schools that have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity. (2018 result: 36.8%)

**Question 10.** Percentage of schools that engage in the following practices related to lesbian, gay, bisexual, transgender, or questioning (LGBTQ) youth.

- Identify “safe spaces” (e.g., a counselor’s office, designated classroom, or student organization) where LGBTQ youth can receive support from administrators, teachers, or other school staff: 84.9%
- Prohibit harassment based on a student’s perceived or actual sexual orientation or gender identity: 97.0%
- Encourage staff to attend professional development on safe and supportive school environments for all students, regardless of sexual orientation or gender identity: 79.9%
- Facilitate access to providers not on school property who have experience in providing health services, including HIV/STD testing and counseling, to LGBTQ youth: 52.8%
- Facilitate access to providers not on school property who have experience in providing social and psychological services to LGBTQ youth: 57.8%
Bullying and Sexual Harassment

**Question 11.** Percentage of schools in which staff received professional development on preventing, identifying, and responding to student bullying and sexual harassment, including electronic aggression, during the past year. (2018 result: 93.1%)

- **92.2%**

**Question 12.** Percentage of schools that have a designated staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression. (2018 result: 95.0%)

- **94.6%**

**Question 13.** Percentage of schools that use electronic, paper, or oral communication to publicize and disseminate policies, rules, or regulations on bullying and sexual harassment, including electronic aggression. (2018 result: 92.4%)

- **94.4%**

Required Physical Education

**Question 14.** Percentage of schools that taught a required physical education (PE) course in each of the following grades*.

- 6th Grade: 76.0%
- 7th Grade: 83.1%
- 8th Grade: 80.3%
- 9th Grade: 70.8%
- 10th Grade: 51.4%
- 11th Grade: 43.7%
- 12th Grade: 39.1%

*Among schools with students in that grade.
**Physical Education and Physical Activity**

**Question 15.** Percentage of schools in which physical education teachers or specialists received professional development on physical education or physical activity during the past year. (2018 result: 65.9%)

68.9%

**Question 16.** Percentage of schools that engage in the following physical education practices.

- Provide PE teachers with a written curriculum that aligns with national standards for PE: 70.8%
- Require PE teachers to follow a written PE curriculum: 63.3%
- Allow the use of waivers, exemptions, or substitutions for PE requirements for one grading period or longer: 55.0%
- Allow teachers to exclude students from PE to punish them for inappropriate behavior or failure to complete class work in other class: 7.0%
- Require PE teachers to be certified, licensed, or endorsed by the state in PE: 91.1%
- Limit PE class sizes so that they are the same size as other subject areas: 56.8%
- Have a dedicated budget for PE materials and equipment: 79.3%
- Provide adapted PE (i.e., special courses separate from regular PE courses for students with disabilities as appropriate: 68.4%
- Include students with disabilities in regular PE courses as appropriate: 96.0%
Question 17. Percentage of schools in which students participate in physical activity in classrooms during the school day outside of physical education. (2018 result: 54.3%)

57.8%

Question 18. Percentage of schools that offer opportunities for all students to be physically active during the school day, such as recess, lunchtime intramural activities, or physical activity clubs. (2018 result: N/A)

86.9%

Question 19. Percentage of schools that offer interscholastic sports to students. (2018 result: 78.5%)

80.8%

Question 20. Percentage of schools that offer opportunities for students to participate in physical activity through organized physical activities or access to facilities or equipment for physical activity during the following times.

Before the school day: 57.2%

After the school day: 77.6%
**Question 21.** Percentage of schools that have a joint use agreement for shared use of the following school or community facilities.

- Physical activity or sports facilities: 64.8%
- Kitchen facilities and equipment: 24.9%
- Gardens: 13.8%

**Question 22.** Percentage of schools that have a written plan for providing opportunities for students to be physically active before, during, and after school. (2018 result: N/A)

- 18.4%

**Question 23.** Percentage of schools that have assessed opportunities available to students to be physically active before, during, or after school. (2018 result: N/A)

- 48.4%
Tobacco-Use Prevention

**Question 24.** Percentage of schools that have adopted a policy prohibiting tobacco use. (2018 result: 99.4%)

**Question 25. (Students)** Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of each type of tobacco for students during any school-related activity.

**Question 25. (Faculty/Staff)** Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of each type of tobacco for faculty/staff during any school-related activity.
**Question 25. (Visitors)** Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of each type of tobacco for visitors during any school-related activity.

- Cigarettes: 98.7%
- Smokeless tobacco: 97.4%
- Cigars: 96.1%
- Pipes: 96.1%
- Electronic vapor products: 95.4%

**Question 26. (Students)** Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during each of the following times for students.

- During school hours: 99.3%
- During non-school hours: 89.0%

**Question 26. (Faculty/Staff)** Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during each of the following times for faculty/staff.

- During school hours: 98.7%
- During non-school hours: 78.7%

**Question 26. (Visitors)** Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during each of the following times for visitors.

- During school hours: 96.1%
- During non-school hours: 77.6%
**Question 27. (Students)** Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use in each of the following locations for **students**.

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In school buildings</td>
<td>99.3%</td>
</tr>
<tr>
<td>Outside on school grounds, including parking lots and playing fields</td>
<td>98.7%</td>
</tr>
<tr>
<td>On school buses or other vehicles used to transport students</td>
<td>98.1%</td>
</tr>
<tr>
<td>At off-campus, school-sponsored events</td>
<td>96.2%</td>
</tr>
</tbody>
</table>

**Question 27. (Faculty/Staff)** Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use in each of the following locations for **faculty/staff**.

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In school buildings</td>
<td>97.5%</td>
</tr>
<tr>
<td>Outside on school grounds, including parking lots and playing fields</td>
<td>96.8%</td>
</tr>
<tr>
<td>On school buses or other vehicles used to transport students</td>
<td>96.2%</td>
</tr>
<tr>
<td>At off-campus, school-sponsored events</td>
<td>90.4%</td>
</tr>
</tbody>
</table>

**Question 27. (visitors)** Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use in each of the following locations for **visitors**.

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In school buildings</td>
<td>98.1%</td>
</tr>
<tr>
<td>Outside on school grounds, including parking lots and playing fields</td>
<td>97.0%</td>
</tr>
<tr>
<td>On school buses or other vehicles used to transport students</td>
<td>95.5%</td>
</tr>
<tr>
<td>At off-campus, school-sponsored events</td>
<td>82.2%</td>
</tr>
</tbody>
</table>
Questions 25-27. (combined) Percentage of schools that follow a policy that mandates a “tobacco-free environment.” (2018 result: 51.4%)

A “tobacco-free environment” is one that prohibits tobacco use by students, staff, and visitors in school buildings, at school functions, in school vehicles, on school grounds, and at off-site school events, applicable 24 hours a day and seven days a week.

Questions 25-27. Vaping (combined) Percentage of schools that follow a policy that mandates a “tobacco-free environment” including electronic vapor products. (2018 result: 51.4%)

A “tobacco-free environment” is one that prohibits tobacco and EVP use by students, staff, and visitors in school buildings, at school functions, in school vehicles, on school grounds, and at off-site school events, applicable 24 hours a day and seven days a week.

Nutrition-Related Policies and Practices

Question 28. Percentage of schools that never, rarely, sometimes, or almost always or always offer fruits or non-fried vegetables at celebrations when foods and beverages are offered.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>3.4%</td>
</tr>
<tr>
<td>Rarely</td>
<td>15.4%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>44.5%</td>
</tr>
<tr>
<td>Always or almost always</td>
<td>33.7%</td>
</tr>
</tbody>
</table>

Question 29. Percentage of schools in which students can purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar. (2018 result: 72.8%)
**Question 30.** Percentage of schools in which students can purchase the following snack foods or beverages from vending machines or at the school store, canteen, or snack bar.*

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate candy</td>
<td>17.8%</td>
</tr>
<tr>
<td>Other kinds of candy</td>
<td>20.8%</td>
</tr>
<tr>
<td>Salty snacks that are not low in fat (e.g., regular potato chips)</td>
<td>19.9%</td>
</tr>
<tr>
<td>Low sodium or “no added salt” pretzels, crackers, or chips</td>
<td>50.6%</td>
</tr>
<tr>
<td>Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat</td>
<td>19.2%</td>
</tr>
<tr>
<td>Ice cream or frozen yogurt that is not low in fat</td>
<td>4.8%</td>
</tr>
<tr>
<td>2% or whole milk (plain or flavored)</td>
<td>15.2%</td>
</tr>
<tr>
<td>Nonfat or 1% (low-fat) milk (plain)</td>
<td>21.5%</td>
</tr>
<tr>
<td>Water ices or frozen slushes that do not contain juice</td>
<td>10.4%</td>
</tr>
<tr>
<td>Soda pop or fruit drinks that are not 100% juice</td>
<td>28.9%</td>
</tr>
<tr>
<td>Sports drinks (e.g., Gatorade)</td>
<td>40.8%</td>
</tr>
<tr>
<td>Energy drinks (e.g., Red Bull, Monster)</td>
<td>1.8%</td>
</tr>
<tr>
<td>Plain water, with or without carbonation</td>
<td>59.0%</td>
</tr>
<tr>
<td>Calorie-free, flavored water, with or without carbonation</td>
<td>40.8%</td>
</tr>
<tr>
<td>100% fruit or vegetable juice</td>
<td>38.4%</td>
</tr>
<tr>
<td>Foods or beverages containing caffeine</td>
<td>31.6%</td>
</tr>
<tr>
<td>Fruits (not fruit juice)</td>
<td>14.2%</td>
</tr>
<tr>
<td>Non-fried vegetables (not vegetable juice)</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

*Among those schools in which students can purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar.
**Question 31.** Percentage of schools that have done any of the following activities during the current school year.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages</td>
<td>15.5%</td>
</tr>
<tr>
<td>Collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating</td>
<td>39.0%</td>
</tr>
<tr>
<td>Provided information to students or families on the nutrition and caloric content of foods available</td>
<td>45.5%</td>
</tr>
<tr>
<td>Conducted taste tests to determine food preferences for nutritious items</td>
<td>28.1%</td>
</tr>
<tr>
<td>Served locally or regionally grown foods in the cafeteria or classrooms</td>
<td>51.5%</td>
</tr>
<tr>
<td>Planted a school food or vegetable garden</td>
<td>29.2%</td>
</tr>
<tr>
<td>Placed fruits and vegetables near the cafeteria cashier, where they are easy to access</td>
<td>68.7%</td>
</tr>
<tr>
<td>Used attractive displays for fruits and vegetables in the cafeteria</td>
<td>64.9%</td>
</tr>
<tr>
<td>Offered a self-serve salad bar to students</td>
<td>57.4%</td>
</tr>
<tr>
<td>Encouraged students to drink plain water</td>
<td>79.5%</td>
</tr>
<tr>
<td>Prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance</td>
<td>26.9%</td>
</tr>
<tr>
<td>Prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes</td>
<td>32.1%</td>
</tr>
</tbody>
</table>
**Question 32.** Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in the following locations.

- In school buildings: 68.3%
- On school grounds including on the outside of the school building, on playing fields, or other areas of the campus: 63.1%
- On school buses or other vehicles used to transport students: 70.7%
- In school publications (e.g., newsletters, newspapers, web sites, or other school publications): 65.5%
- In curricula or other educational materials (including assignment books, school supplies, book covers, and electronic media): 61.3%

**Question 33.** Percentage of schools that permit students to have a drinking water bottle with them during the school day.

- Yes, in all locations: 86.7%
- Yes, in certain locations: 12.2%
- No: 1.1%

**Question 34.** Percentage of schools that offer a free source of drinking water in the following locations.

- Cafeteria during breakfast: 96.4%
- Cafeteria during lunch: 96.0%
- Gymnasium or other indoor physical activity facilities: 94.3%
- Outdoor physical activity facilities and sports fields: 75.9%
- Hallways throughout the school: 97.2%
Health Services

**Question 35.** Percentage of schools that have a full-time registered nurse who provides health services to students. (2018 result: 18.7%)

- 19.5%

**Question 36.** Percentage of schools that have a part-time registered nurse who provides health services to students. (2018 result: 47.5%)

- 47.9%

**Question 37.** Percentage of schools that have a school-based health center that offers health services to students. (2018 result: 7.7%)

- 7.5%
Question 38. Percentage of schools that provide the following services to students.

- HIV testing: 0.0%
- HIV treatment (ongoing medical care for persons living with HIV): 0.0%
- STD testing: 0.0%
- STD treatment: 0.0%
- Pregnancy testing: 1.1%
- Provision of condoms: 2.3%
- Provision of condom-compatible lubricants: 0.0%
- Provision of contraceptives other than condoms: 0.0%
- Prenatal care: 3.0%
- Human papillomavirus (HPV) vaccine administration: 1.0%
- Assessment for alcohol or other drug use, abuse, or dependency: 25.1%
- Daily medication administration for students with chronic health conditions: 78.7%
- Stock rescue or “as needed” medication for any student experiencing a health emergency: 69.8%
- Case management for students with chronic health conditions: 68.7%
Question 39. Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the following services.

- HIV testing: 22.7%
- HIV treatment (ongoing medical care for persons living with HIV): 29.1%
- nPEP administration*: 27.3%
- PrEP administration**: 27.7%
- STD testing: 24.2%
- STD treatment: 23.4%
- Pregnancy testing: 24.4%
- Provision of condoms: 17.9%
- Provision of condom-compatible lubricants: 17.0%
- Provision of contraceptives other than condoms: 19.2%
- Prenatal care: 23.0%
- Human papillomavirus (HPV) vaccine administration: 26.9%
- Assessment for alcohol or other drug use, abuse, or dependency: 48.2%

* nPEP (non-occupational post-exposure prophylaxis for HIV—a short course of medication given within 72 hours of exposure to infectious bodily fluids from a person known to be HIV positive)
** PrEP (pre-exposure prophylaxis for HIV—medication taken daily to prevent HIV infection for those at substantial risk for HIV)
Question 40. Percentage of schools that have a protocol that ensures students with a chronic condition that may require daily or emergency management (e.g., asthma, diabetes, food allergies) are enrolled in private, state, or federally funded insurance programs if eligible. (2018 result: 57.3%)

Question 41. Percentage of schools that routinely use school records to identify and track students with a current diagnosis of the following chronic conditions.

- Asthma: 95.9%
- Food allergies: 95.9%
- Diabetes: 95.9%
- Epilepsy or seizure disorder: 96.3%
- Obesity: 17.8%
- Hypertension/high blood pressure: 48.9%
- Oral Health Conditions (e.g., abscess, tooth decay): 28.2%

Question 42. Percentage of schools that provide referrals to any organizations or health care professionals not on school property for students diagnosed with or suspected to have the following chronic conditions.

- Asthma: 34.3%
- Food allergies: 33.8%
- Diabetes: 33.7%
- Epilepsy or seizure disorder: 34.3%
- Obesity: 28.7%
- Hypertension/high blood pressure: 31.0%
- Oral Health Conditions (e.g., abscess, tooth decay): 37.2%
**Question 43.** Percentage of schools with practices regarding parental consent and notification when sexual or reproductive health services are provided.

- This school does not provide any sexual or reproductive health services: 88.4%
- Parental consent is required before any sexual or reproductive health services are provided: 7.0%
- Parental consent is not required for sexual or reproductive health services and parents are provided with information about services provided only upon request: 1.2%
- Parental consent is not required for sexual or reproductive health services, but parents may be notified depending on the service provided: 1.2%
- Parental consent is not required for sexual or reproductive health services, but parents are notified about all services provided: 1.2%
- Parental consent is not required for sexual or reproductive health services and parents are not notified about any services provided: 1.2%

**Question 44.** Percentage of schools with practices regarding parental consent and notification when sexual or reproductive health services are referred.

- This school does not refer any sexual or reproductive health services: 68.9%
- Parental consent is required before any sexual or reproductive health services are referred: 15.7%
- Parental consent is not required for sexual or reproductive health services and parents are provided with information about services referred only upon request: 4.2%
- Parental consent is not required for sexual or reproductive health services, but parents may be notified depending on the service referred: 6.2%
- Parental consent is not required for sexual or reproductive health services, but parents are notified about all services referred: 1.3%
- Parental consent is not required for sexual or reproductive health services and parents are not notified about any services referred: 3.7%
Question 45. Percentage of schools in which any staff received professional development on each of the following topics during the past two years.
Other Student Services

Question 46. Percentage of schools that have done any of the following activities during the current school year.

- Provided parents with information to support parent-adolescent communication about sex: 18.2%
- Provided parents with information to support parent-adolescent communication about topics other than sex: 45.0%
- Provided parents with information about how to monitor their teen: 44.3%
- Provided parents with information to support one-on-one time between adolescents and their health care providers: 16.8%
- Provided parents with information about physical education and physical activity programs: 54.4%
- Involved parents as school volunteers in the delivery of health education activities and services: 22.0%
- Involved parents as school volunteers in physical education or physical activity programs: 30.2%
- Linked parents and families to health services and programs in the community: 54.7%
- Provided disease-specific education for parents and families of students with chronic health conditions: 32.2%
- Provided parents with information about before- or after-school programs available in the community: 60.6%

Question 47. Percentage of schools that have done any of the following activities during the current school year.

- Service-learning programs, that is, community service designed to meet specific learning objectives: 56.0%
- Mentoring programs, that is, programs in which family or community members serve as role models to students or mentor students: 51.2%
**Question 48.** Percentage of schools that currently connect students to any of the following community-based positive youth development programs.

- Service-learning programs, that is, community service designed to meet specific learning objectives: 48.0%
- Mentoring programs, that is, programs in which family or community members serve as role models to students or mentor students: 44.6%

**Question 49.** Percentage of schools in which students’ families helped develop or implement policies and programs related to school health during the past two years. (2018 result: 36.1%)
The following section summarizes results of the 2020 Profiles lead health education teacher survey by topic area. The results are for all levels of schools combined (high school, middle school, and junior/senior high schools) for each topic area. For a more detailed breakout of all results contact the Idaho State Department of Education.

_Trend Analysis - Selected measures include 2018 Profiles results for comparison. Additional trend analysis results are available from the Idaho State Department of Education._
Required Health Education

**Question 1.** Percentage of schools in which students take the following number of required health education courses in grades 6 through 12.

- 0 courses: 6.0%
- 1 course: 44.6%
- 2 courses: 32.5%
- 3 courses: 13.7%
- 4 or more courses: 3.3%

**Question 2.** Percentage of schools that taught a required health education course in each of the following grades (among schools with students in that grade).

- 6th grade: 40.7%
- 7th grade: 52.2%
- 8th grade: 58.0%
- 9th grade: 53.2%
- 10th grade: 73.1%
- 11th grade: 43.6%
- 12th grade: 33.2%

**Question 3.** Percentage of schools that require students who fail a required health education course to repeat it.* (2018 result: 79.8%)

*Among schools in which students take one or more required health education courses in any of grades 6 through 12.

- 75.9%
Health Education Curriculum

Question 4. Percentage of schools in which those who teach health education are provided with each of the following materials.*

- Goals, objectives, and expected outcomes for health education: 90.5%
- A chart describing the annual scope and sequence of instruction for health education: 62.7%
- Plans for how to assess student performance in health education: 69.2%
- A written health education curriculum: 72.2%

*Among schools that teach health education in any of grades 6 through 12.

Question 5. Percentage of schools in which the health education curriculum addresses each of the following skills.

- Comprehending concepts related to health promotion and disease prevention to enhance health: 94.5%
- Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors: 96.6%
- Accessing valid information, products and services to enhance health: 89.8%
- Using interpersonal communication skills to enhance health and avoid or reduce health risks: 92.5%
- Using decision-making skills to enhance health: 96.6%
- Using goal-setting skills to enhance health: 93.0%
- Practicing health-enhancing behaviors to avoid or reduce risks: 95.5%
- Advocating for personal, family, and community health: 94.3%
Question 6. Percentage of schools in which those who teach sexual health education are provided with each of the following materials.

- An approved health education scope and sequence that includes learning objectives, outcomes, and content to guide sexual health education instruction: 76.8%
- A written health education curriculum that includes objectives and content addressing sexual health education: 76.9%
- Teacher pacing guides for sexual health education (i.e., schedules that regulate a teacher’s pace of the unit or curriculum): 55.4%
- Teaching resources (e.g., lesson plans, handouts) to support sexual health education instruction: 70.4%
- Strategies that are age-appropriate, relevant, and actively engage students in learning: 80.1%
- Methods to assess student knowledge and skills related to sexual health education: 75.3%

*Among schools that teach sexual health education.

Question 7. Percentage of schools that provide curricula or supplementary materials that include HIV, STD, or pregnancy prevention information that is relevant to lesbian, gay, bisexual, transgender, and questioning youth. (2018 result: 30.8%)

Question 8. Percentage of schools in which health education instruction is required for students in any of grades 6 through 12. (2018 result: 98.6%)
Question 9. Percentage of schools in which teachers tried to increase student knowledge on each of the following topics in a required course in any of grades 6 through 12 during the current school year.
### Tobacco-Use Prevention

**Question 10.** Percentage of schools in which teachers taught each of the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying tobacco products and the harmful substances they contain</td>
<td>90.4%</td>
</tr>
<tr>
<td>Identifying short- and long-term health consequences of tobacco use</td>
<td>90.5%</td>
</tr>
<tr>
<td>Identifying social, economic, and cosmetic consequences of tobacco use</td>
<td>83.9%</td>
</tr>
<tr>
<td>Understanding the addictive nature of nicotine</td>
<td>89.7%</td>
</tr>
<tr>
<td>Effects of nicotine on the adolescent brain</td>
<td>87.8%</td>
</tr>
<tr>
<td>Effects of tobacco use on athletic performance</td>
<td>84.3%</td>
</tr>
<tr>
<td>Effects of second-hand smoke and benefits of a smoke-free environment</td>
<td>88.4%</td>
</tr>
<tr>
<td>Understanding the social influences on tobacco use, including media, family, peers, and culture</td>
<td>87.6%</td>
</tr>
<tr>
<td>Identifying reasons why students do and do not use tobacco</td>
<td>88.3%</td>
</tr>
<tr>
<td>Making accurate assessments of how many peers use tobacco</td>
<td>73.5%</td>
</tr>
<tr>
<td>Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)</td>
<td>85.4%</td>
</tr>
<tr>
<td>Using goal-setting and decision-making skills related to not using tobacco</td>
<td>83.7%</td>
</tr>
<tr>
<td>Finding valid information and services related to tobacco-use prevention and cessation</td>
<td>76.1%</td>
</tr>
<tr>
<td>Supporting others who abstain from or want to quit using tobacco</td>
<td>79.5%</td>
</tr>
<tr>
<td>Identifying harmful effects of tobacco use on fetal development</td>
<td>79.3%</td>
</tr>
<tr>
<td>Relationship between using tobacco and alcohol or other drugs</td>
<td>88.1%</td>
</tr>
<tr>
<td>How addiction to tobacco use can be treated</td>
<td>80.7%</td>
</tr>
<tr>
<td>Understanding school policies and community laws related to the sale and use of tobacco products</td>
<td>79.9%</td>
</tr>
<tr>
<td>Benefits of tobacco cessation programs</td>
<td>61.7%</td>
</tr>
<tr>
<td>Schools that taught all 19 tobacco-use topics</td>
<td>51.2%</td>
</tr>
</tbody>
</table>
Question 11. Percentage of schools in which teachers taught about the following tobacco products in a required course for students in any of grades 6 through 12 during the current school year.

- Cigarettes: 91.2%
- Smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus, dissolvable tobacco): 87.7%
- Cigars, little cigars, or cigarillos: 76.0%
- Pipes: 73.2%
- Electronic vapor products (e.g., e-cigarettes, vapes, vape pens, e-hookahs, mods, JUUL and other brands): 91.1%

Question 12. Percentage of schools in which teachers taught each of the following alcohol- and other drug-use prevention topics in a required course for students in any of grades 6 through 12 during the current school year.

- Differences between proper use and abuse of over-the-counter medicines and prescription medicines: 88.6%
- Harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs: 91.1%
- Situations that lead to the use of alcohol and other drugs: 91.3%
- Alcohol and other drug use as an unhealthy way to manage weight: 72.7%
- Identifying reasons why individuals choose to use or not to use alcohol and other drugs: 89.9%
- Using interpersonal communication skills to avoid alcohol and other drug use (e.g., refusal skills, assertiveness): 89.8%
- Supporting others who abstain from or want to quit using alcohol and other drugs: 84.0%
- Understanding the social influences on alcohol and other drug use, including media, family, peers, and culture: 90.4%
- How to persuade and support others to be alcohol and other drug free: 85.1%
**HIV, STD, and Pregnancy Prevention - Grades 6-8**

**Question 13 (grades 6–8).** Percentage of schools in which teachers taught each of the following sexual health topics in a required course in any of grades 6–8 during the current school year.
**Question 13 continued (grades 6–8).** Percentage of schools in which teachers taught each of the following sexual health topics in a required course in any of grades 6–8 during the current school year.

- Preventive care that is necessary to maintain reproductive and sexual health: 60.0%
- How to communicate sexual consent between partners: 46.5%
- Recognizing and responding to sexual victimization and violence: 44.9%
- Diversity of sexual orientations and gender identities: 28.2%
- How gender roles and stereotypes affect goals, decision making, and relationships: 43.9%
- The relationship between alcohol and other drug use and sexual risk behaviors: 61.5%
- Percentage of schools that taught all 22 sexual health topics in any of grades 6, 7, or 8 during the current school year: 3.4%

**Question 14 (grades 6-8).** Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 6–8 during the current school year.

- Comprehend concepts important to prevent HIV, other STDs, and pregnancy: 67.0%
- Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors: 58.7%
- Access valid information, products, and services to prevent HIV, other STDs, and pregnancy: 55.8%
- Use interpersonal communication skills to avoid or reduce sexual risk behaviors: 59.0%
- Use decision-making skills to prevent HIV, other STDs, and pregnancy: 61.5%
- Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them: 58.2%
- Influence and support others to avoid or reduce sexual risk behaviors: 55.8%
**HIV, STD, and Pregnancy Prevention - Grades 9-12**

**Question 13 (grades 9–12).** Percentage of schools in which teachers taught each of the following sexual health topics in a required course in any of grades 9 through 12 during the current school year.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>How HIV and other STDs are transmitted</td>
<td>93.4%</td>
</tr>
<tr>
<td>Health consequences of HIV, other STDs, and pregnancy</td>
<td>93.3%</td>
</tr>
<tr>
<td>The benefits of being sexually abstinent</td>
<td>89.6%</td>
</tr>
<tr>
<td>How to access valid and reliable health information, products, and services</td>
<td>89.7%</td>
</tr>
<tr>
<td>The influences of family, peers, media, technology and other factors on sexual risk behaviors</td>
<td>88.3%</td>
</tr>
<tr>
<td>Communication and negotiation skills related to eliminating or reducing risk</td>
<td>88.2%</td>
</tr>
<tr>
<td>Goal-setting and decision-making skills related to eliminating or reducing risk</td>
<td>83.5%</td>
</tr>
<tr>
<td>Influencing and supporting others to avoid or reduce sexual risk behaviors</td>
<td>78.1%</td>
</tr>
<tr>
<td>Efficacy of condoms, that is, how well condoms work and do not work</td>
<td>71.1%</td>
</tr>
<tr>
<td>The importance of using condoms consistently and correctly</td>
<td>59.1%</td>
</tr>
<tr>
<td>How to obtain condoms</td>
<td>47.6%</td>
</tr>
<tr>
<td>How to correctly use a condom</td>
<td>44.4%</td>
</tr>
<tr>
<td>Methods of contraception other than condoms</td>
<td>67.2%</td>
</tr>
<tr>
<td>The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy</td>
<td>68.1%</td>
</tr>
<tr>
<td>How to create and sustain healthy and respectful relationships</td>
<td>90.9%</td>
</tr>
<tr>
<td>The importance of limiting the number of sexual partners</td>
<td>87.3%</td>
</tr>
</tbody>
</table>

0% 20% 40% 60% 80% 100%
Question 13 continued (grades 9–12). Percentage of schools in which teachers taught each of the following sexual health topics in a required course in any of grades 9 through 12 during the current school year.

- Preventive care that is necessary to maintain reproductive and sexual health: 81.2%
- How to communicate sexual consent between partners: 82.2%
- Recognizing and responding to sexual victimization and violence: 78.6%
- Diversity of sexual orientations and gender identities: 54.7%
- How gender roles and stereotypes affect goals, decision making, and relationships: 63.7%
- The relationship between alcohol and other drug use and sexual risk behaviors: 92.1%
- Percentage of schools that taught all 22 sexual health topics in any of grades 6, 7, or 8 during the current school year: 32.6%

Question 14 (grades 9–12). Percentage of schools in which teachers assessed the ability of students to do each of the following in a required course for students in any of grades 9 through 12 during the current school year.

- Comprehend concepts important to prevent HIV, other STDs, and pregnancy: 87.7%
- Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors: 80.4%
- Access valid information, products, and services to prevent HIV, other STDs, and pregnancy: 81.7%
- Use interpersonal communication skills to avoid or reduce sexual risk behaviors: 85.1%
- Use decision-making skills to prevent HIV, other STDs, and pregnancy: 88.9%
- Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them: 81.6%
- Influence and support others to avoid or reduce sexual risk behaviors: 82.6%
Sexual Health Preparedness

**Question 15.** Percentage of schools in which teachers provided students with the opportunity to practice the following skills in a required course for students in any of grades 6 through 12 during the current school year.

- Communication, decision-making, goal-setting, or refusal skills related to sexual health (e.g., through role playing): 69.6%
- Analyzing the influence of family, media, and culture on sexual health: 66.2%
- Accessing valid sexual health information, products, and services: 57.6%

**Question 16.** Percentage of schools in which teachers implemented the following inclusive practices when providing sexual health education in a required course for students in grades 6 through 12 during the current school year.*

- Encouraged use of gender-neutral pronouns such as “they/them” during instruction to recognize gender diversity among students: 35.1%
- Provided positive examples of lesbian, gay, bisexual, or transgender (LGBT) people and same-sex relationships: 21.7%
- Encouraged students to respect others’ sexual and gender identities: 68.6%
- Provided students with information about LGBT resources within the school (e.g., counseling services, student support groups like Gay/Straight Alliances or Genders and Sexualities Alliances): 21.4%
- Identified additional LGBT resources available in the community or online: 15.5%

*Among schools that teach sexual health education.
**Nutrition and Dietary Behavior**

**Question 17.** Percentage of schools in which teachers taught each of the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12 during the current school year.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits of healthy eating</td>
<td>95.6%</td>
</tr>
<tr>
<td>Benefits of drinking plenty of water</td>
<td>94.7%</td>
</tr>
<tr>
<td>Benefits of eating breakfast every day</td>
<td>92.7%</td>
</tr>
<tr>
<td>Food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate)</td>
<td>87.3%</td>
</tr>
<tr>
<td>Using food labels</td>
<td>92.7%</td>
</tr>
<tr>
<td>Differentiating between nutritious and non-nutritious beverages</td>
<td>91.4%</td>
</tr>
<tr>
<td>Balancing food intake and physical activity</td>
<td>93.8%</td>
</tr>
<tr>
<td>Eating more fruits, vegetables, and whole grain products</td>
<td>92.7%</td>
</tr>
<tr>
<td>Choosing foods and snacks that are low in solid fat (i.e., saturated and trans fat)</td>
<td>90.4%</td>
</tr>
<tr>
<td>Choosing foods, snacks, and beverages that are low in added sugars</td>
<td>93.1%</td>
</tr>
<tr>
<td>Choosing foods and snacks that are low in sodium</td>
<td>87.9%</td>
</tr>
<tr>
<td>Eating a variety of foods that are high in calcium</td>
<td>86.7%</td>
</tr>
<tr>
<td>Eating a variety of foods that are high in iron</td>
<td>80.1%</td>
</tr>
<tr>
<td>Food safety</td>
<td>85.9%</td>
</tr>
<tr>
<td>Preparing healthy meals and snacks</td>
<td>85.3%</td>
</tr>
<tr>
<td>Risks of unhealthy weight control practices</td>
<td>92.0%</td>
</tr>
<tr>
<td>Accepting body size differences</td>
<td>90.6%</td>
</tr>
<tr>
<td>Signs, symptoms, and treatment for eating disorders</td>
<td>87.0%</td>
</tr>
<tr>
<td>Relationship between diet and chronic diseases</td>
<td>88.6%</td>
</tr>
<tr>
<td>Assessing body mass index (BMI)</td>
<td>78.9%</td>
</tr>
<tr>
<td>The influence of the media on dietary behaviors</td>
<td>90.2%</td>
</tr>
<tr>
<td>Food production, including how food is grown, harvested, processed, packaged, and transported</td>
<td>71.7%</td>
</tr>
<tr>
<td>Percentage of schools that taught all 22 nutrition and dietary behavior topics</td>
<td>54.2%</td>
</tr>
</tbody>
</table>
Physical Activity

**Question 18.** Percentage of schools in which teachers taught each of the following physical activity topics in a required course for students in any of grades 6 through 12 during the current school year.

- **Short-term and long-term benefits of physical activity, including reducing the risks for chronic disease** 95.0%
- **Mental and social benefits of physical activity** 97.5%
- **Health-related fitness** 93.5%
- **Phases of a workout (i.e., warm-up, workout, cool down)** 90.9%
- **Recommended amounts and types of physical activity** 89.9%
- **Decreasing sedentary activities (e.g., television viewing, playing video games)** 95.3%
- **Preventing injury during physical activity** 90.8%
- **Weather-related safety while physically active** 82.9%
- **Dangers of using performance-enhancing drugs** 85.9%
- **Increasing daily physical activity** 97.4%
- **Incorporating physical activity into daily life** 96.7%
- **Using safety equipment for specific physical activities** 86.0%
- **Benefits of drinking water before, during, and after physical activity** 92.7%
- **Percentage of schools that taught all 13 physical activity topics** 69.2%
Collaboration

**Question 19.** Percentage of schools in which health education staff worked with the following groups on health education activities during the current school year.

- Physical education staff: 71.3%
- Health services staff (e.g., nurses): 54.5%
- Mental health or social services staff: 67.2%
- Nutrition or food service staff: 34.4%
- School health council, committee, or team: 41.9%

**Question 20.** Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of the following topics during the current school year:

- HIV prevention, STD prevention, or teen pregnancy prevention: 19.2%
- Tobacco-use prevention: 32.7%
- Alcohol- or other drug-use prevention: 27.3%
- Physical activity: 28.7%
- Nutrition and healthy eating: 30.9%
- Asthma: 13.6%
- Food allergies: 19.1%
- Diabetes: 17.7%
- Preventing student bullying and sexual harassment, including electronic aggression: 45.8%
**Question 21.** Percentage of schools in which teachers have given students health education homework assignments or activities to do at home with their parents during the current school year. (2018 result: 58.9%)

**56.7%**

**Professional Development**

**Question 22.** Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol- or other drug-use prevention</td>
<td>37.4%</td>
</tr>
<tr>
<td>Asthma</td>
<td>19.3%</td>
</tr>
<tr>
<td>Chronic disease prevention (e.g., diabetes, obesity prevention)</td>
<td>28.9%</td>
</tr>
<tr>
<td>Emotional and mental health</td>
<td>50.4%</td>
</tr>
<tr>
<td>Epilepsy or seizure disorder</td>
<td>23.2%</td>
</tr>
<tr>
<td>Food allergies</td>
<td>24.7%</td>
</tr>
<tr>
<td>Foodborne illness prevention</td>
<td>18.7%</td>
</tr>
<tr>
<td>HIV prevention</td>
<td>20.1%</td>
</tr>
<tr>
<td>Human sexuality</td>
<td>23.2%</td>
</tr>
<tr>
<td>Infectious disease prevention (e.g., flu prevention)</td>
<td>29.3%</td>
</tr>
<tr>
<td>Injury prevention and safety</td>
<td>40.8%</td>
</tr>
<tr>
<td>Nutrition and dietary behavior</td>
<td>31.9%</td>
</tr>
<tr>
<td>Physical activity and fitness</td>
<td>40.3%</td>
</tr>
<tr>
<td>Pregnancy prevention</td>
<td>18.8%</td>
</tr>
<tr>
<td>STD prevention</td>
<td>20.5%</td>
</tr>
<tr>
<td>Suicide prevention</td>
<td>56.5%</td>
</tr>
<tr>
<td>Tobacco-use prevention</td>
<td>32.7%</td>
</tr>
<tr>
<td>Violence prevention (e.g., bullying, fighting, dating violence prevention)</td>
<td>51.5%</td>
</tr>
</tbody>
</table>
**Question 23.** Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.

- Teaching students with physical, medical, or cognitive disabilities: 44.9%
- Teaching students of various cultural backgrounds: 42.0%
- Teaching students with limited English proficiency: 39.0%
- Teaching students of different sexual orientations or gender identities: 21.2%
- Using interactive teaching methods (e.g., role plays, cooperative group activities): 51.2%
- Encouraging family or community involvement: 40.4%
- Teaching skills for behavior change: 48.0%
- Classroom management techniques: 58.8%
- Assessing or evaluating students in health education: 35.9%

**Question 24.** Percentage of schools in which the lead health education teacher received professional development on each of the following topics related to teaching sexual health education during the past two years.

- Aligning lessons and materials with the district scope and sequence for sexual health education: 25.4%
- Creating a comfortable and safe learning environment for students receiving sexual health education: 26.5%
- Connecting students to on-site or community-based sexual health services: 10.7%
- Using a variety of effective instructional strategies to deliver sexual health education: 17.9%
- Building student skills in HIV, other STD, and pregnancy prevention: 18.8%
- Assessing student knowledge and skills in sexual health education: 15.9%
- Understanding current district or school board policies or curriculum guidance regarding sexual health education: 21.3%
- Identifying appropriate modifications to the sexual health curriculum to meet the needs of all students: 17.6%
- Engaging parents in sexual health education: 11.6%
Question 25. Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics.
### Question 26

Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching students with physical, medical, or cognitive disabilities</td>
<td>61.4%</td>
</tr>
<tr>
<td>Teaching students of various cultural backgrounds</td>
<td>58.9%</td>
</tr>
<tr>
<td>Teaching students with limited English proficiency</td>
<td>55.7%</td>
</tr>
<tr>
<td>Supporting lesbian, gay, bisexual, and transgender students</td>
<td>58.9%</td>
</tr>
<tr>
<td>Using interactive teaching methods (e.g., role plays, cooperative group activities)</td>
<td>66.4%</td>
</tr>
<tr>
<td>Encouraging family or community involvement</td>
<td>75.1%</td>
</tr>
<tr>
<td>Teaching skills for behavior change</td>
<td>75.8%</td>
</tr>
<tr>
<td>Classroom management techniques</td>
<td>61.2%</td>
</tr>
<tr>
<td>Assessing or evaluating students in health education</td>
<td>68.1%</td>
</tr>
</tbody>
</table>

### Question 27

Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics related to teaching sexual health education.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligning lessons and materials with the district scope and sequence for sexual health education</td>
<td>56.9%</td>
</tr>
<tr>
<td>Creating a comfortable and safe learning environment for students receiving sexual health education</td>
<td>62.1%</td>
</tr>
<tr>
<td>Connecting students to on-site or community-based sexual health services</td>
<td>57.4%</td>
</tr>
<tr>
<td>Using a variety of effective instructional strategies to deliver sexual health education</td>
<td>66.6%</td>
</tr>
<tr>
<td>Building student skills in HIV, other STD, and pregnancy prevention</td>
<td>64.3%</td>
</tr>
<tr>
<td>Assessing student knowledge and skills in sexual health education</td>
<td>61.2%</td>
</tr>
<tr>
<td>Understanding current district or school board policies or curriculum guidance regarding sexual health education</td>
<td>60.6%</td>
</tr>
<tr>
<td>Identifying appropriate modifications to the sexual health curriculum to meet the needs of all students</td>
<td>63.9%</td>
</tr>
<tr>
<td>Engaging parents in sexual health education</td>
<td>63.7%</td>
</tr>
</tbody>
</table>
Professional Preparation

**Question 28.** Percentage of schools in which the major emphasis of the lead health education teacher’s professional preparation was on the following:

- Health and physical education combined: 54.4%
- Health education: 11.4%
- Physical education: 8.6%
- Other education degree: 5.1%
- Kinesiology, exercise science, or exercise physiology: 7.7%
- Home economics or family and consumer science: 1.4%
- Biology or other science: 2.5%
- Nursing: 2.9%
- Counseling: 0.0%
- Public health: 0.0%
- Nutrition: 0.6%
- Other: 5.4%

**Question 29.** Percentage of schools in which the lead health education teacher is certified, licensed, or endorsed by the state to teach health education in middle school or high school. (2018 result: 87.8%)
**Question 30.** Percentage of schools in which the lead health education teacher had the following number of years of experience in teaching health education courses or topics.

- 1 year: 9.4%
- 2 to 5 years: 28.4%
- 6 to 9 years: 16.1%
- 10 to 14 years: 13.9%
- 15 years or more: 32.3%