



Results from the School Health Policies and Practices Study 2014

2015

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention
Division of Adolescent and School Health



Results from the School Health Policies and Practices Study 2014

2015

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

Contents

Background and Introduction	1
Health Education	1
Physical Education and Physical Activity	2
Nutrition Environment and Services	2
Health Services	3
Counseling, Psychological, and Social Services	3
Healthy and Safe School Environment (includes Social and Emotional Climate).....	4
Physical Environment.....	4
Employee Wellness	4
Family Engagement	5
Community Involvement.....	5
Overview of Report	5
Methods	6
Questionnaire development.....	6
Table. Summary of School-level Participation	7
Sampling.....	7
Sampling frame	7
Sample selection.....	7
Classroom sampling	8
Response rates.....	8
Recruitment and data collection.....	8
Data cleaning, weighting, and analysis.....	9
Cleaning.....	9
Weighting.....	9
Analysis.....	10
Limitations and future plans	10
Results	11
Health Education	11
Table 1.1. Percentage of schools that follow health education standards, by school level—SHPPS 2014.....	11
Table 1.2. Percentage of schools in which students are required to receive instruction on specific health topics, by school level—SHPPS 2014.....	11
Table 1.3. Percentage of schools with requirements that students receive instruction on health topics, by school level—SHPPS 2014	12
Table 1.4. Percentage of schools in which instruction on health topics is required in each grade—SHPPS 2014.....	12
Table 1.5. Duration of required instruction on health topics in each grade—SHPPS 2014	12

Table 1.6. Percentage of schools in which health education is taught by specific staff members, by school level—SHPPS 2014	13
Table 1.7. Percentage of schools with specific education and certification requirements for staff, by school level—SHPPS 2014	13
Table 1.8. Percentage of schools in which health education staff worked on health education activities with other school and local agency or organization staff, by school level—SHPPS 2014.....	14
Table 1.9. Percentage of schools that offer health education in specific ways, by school level—SHPPS 2014	14
Table 1.10. Percentage of schools with specific grading practices for health education, by school level—SHPPS 2014	15
Table 1.11. Percentage of schools engaging in other practices related to health education, by school level—SHPPS 2014	15
Table 1.12. Required health education classes or courses with specific characteristics, by school level—SHPPS 2014	16
Table 1.13. Percentage of schools in which teachers in at least one required class taught specific health topics, and mean number of hours of required instruction that teachers provided on each topic, by school level—SHPPS 2014	17
Table 1.14. Percentage of schools in which teachers in at least one required class used specific materials when planning to teach or teaching health topics, by school level—SHPPS 2014.....	17
Table 1.15. Percentage of schools in which teachers in at least one required class provided students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to specific health topics as part of required instruction, by school level—SHPPS 2014.....	18
Table 1.16. Percentage of schools in which teachers taught specific alcohol or other drug use prevention topics as part of required instruction, by school level—SHPPS 2014.....	18
Table 1.17. Percentage of schools in which teachers taught specific emotional and mental health topics as part of required instruction, by school level—SHPPS 2014.....	19
Table 1.18. Percentage of schools in which teachers taught specific HIV prevention, pregnancy prevention, and STD prevention topics as part of required instruction, by school level—SHPPS 2014	20
Table 1.19. Percentage of schools in which teachers taught specific human sexuality topics as part of required instruction, by school level—SHPPS 2014	21
Table 1.20. Percentage of schools in which teachers taught specific injury prevention and safety topics as part of required instruction, by school level—SHPPS 2014.....	22
Table 1.21. Percentage of schools in which teachers taught specific nutrition and dietary behavior topics as part of required instruction, by school level—SHPPS 2014.....	23
Table 1.22. Percentage of schools in which teachers taught personal health and wellness topics as part of required instruction, by school level—SHPPS 2014.....	24
Table 1.23. Percentage of schools in which teachers taught specific physical activity and fitness topics as part of required instruction, by school level—SHPPS 2014.....	25
Table 1.24. Percentage of schools in which teachers taught specific suicide prevention topics as part of required instruction, by school level—SHPPS 2014.....	26
Table 1.25. Percentage of schools in which teachers taught specific tobacco use prevention topics as part of required instruction, by school level—SHPPS 2014	27

Table 1.26. Percentage of schools in which teachers taught specific violence prevention topics as part of required instruction, by school level—SHPPS 2014.....	28
Table 1.27. Percentage of classes or courses in which teachers sometimes or often used teaching methods, by school level—SHPPS 2014.....	29
Table 1.28. Percentage of classes or courses in which teachers used specific methods to highlight diversity or the values of various cultures, by school level—SHPPS 2014	29
Table 1.29. Percentage of classes or courses in which teachers used specific assessment methods, by school level—SHPPS 2014.....	30
Table 1.30. Percentage of classes or courses in which teachers used specific methods for teaching students with long-term physical, medical, or cognitive disabilities, by school level—SHPPS 2014	30
Table 1.31. Classes or courses that had a teacher with specific characteristics, by school level—SHPPS 2014	31
Table 1.32. Percentage of classes or courses that had a teacher who received professional development and who wanted professional development on specific health topics and teaching methods, by school level—SHPPS 2014.....	32
Physical Education and Physical Activity	33
Table 2.1. Percentage of schools that follow specific physical education standards, by school level—SHPPS 2014.....	33
Table 2.2. Percentage of schools with physical education requirements, by school level—SHPPS 2014	33
Table 2.3. Percentage of schools in which physical education is required in each grade—SHPPS 2014	34
Table 2.4. Duration of required instruction in physical education is required in each grade—SHPPS 2014	34
Table 2.5. Percentage of schools with specific practices related to exemptions for required physical education, by school level—SHPPS 2014.....	35
Table 2.6. Percentage of schools that taught specific activities in required physical education, by school level—SHPPS 2014	36
Table 2.7. Percentage of schools in which physical education is taught by specific staff members, by school level—SHPPS 2014.....	38
Table 2.8. Schools with specific staffing and education and certification requirements for physical education staff, by school level—SHPPS 2014	38
Table 2.9. Staffing characteristics for physical education, by school level—SHPPS 2014	38
Table 2.10. Percentage of schools in which physical education staff worked on physical education activities with other school and local agency or organization staff, by school level—SHPPS 2014.....	39
Table 2.11. Specific characteristics of physical education coordinators, by school level—SHPPS 2014	40
Table 2.12. Percentage of schools with specific approaches to teaching physical education, by school level—SHPPS 2014	41
Table 2.13. Percentage of schools with specific grading practices for physical education, by school level—SHPPS 2014	41
Table 2.14. Percentage of schools that provide physical education teachers with specific materials, by school level—SHPPS 2014.....	41
Table 2.15. Percentage of schools in which staff are prohibited or actively discouraged from using specific discipline practices, by school level—SHPPS 2014	41

Table 2.16. Percentage of schools with physical education practices for students with disabilities, by school level—SHPPS 2014.....	42
Table 2.17. Percentage of schools with specific physical education facilities, by school level—SHPPS 2014.....	43
Table 2.18. Percentage of schools with specific practices related to physical activity clubs or intramural sports programs, by school level—SHPPS 2014	44
Table 2.19. Percentage of schools that offer specific physical activity clubs or intramural sports programs to students, by school level—SHPPS 2014.....	45
Table 2.21. Percentage of schools that offer specific interscholastic sports to students, by school level—SHPPS 2014	47
Table 2.22. Percentage of schools with practices related to interscholastic sports programs, by school level—SHPPS 2014	48
Table 2.23. Percentage of schools in which the interscholastic sports program almost always or always engaged in specific practices, by school level—SHPPS 2014.....	48
Table 2.24. Percentage of schools in which the interscholastic sports program engaged in specific practices related to concussions and other injuries, by school level—SHPPS 2014.....	49
Table 2.25. Percentage of schools with specific interscholastic sports program staffing practices, by school level—SHPPS 2014	49
Table 2.26. Elementary schools with specific practices related to recess—SHPPS 2014.....	50
Table 2.28. Required physical education classes and courses with specific characteristics, by school level—SHPPS 2014	51
Table 2.29. Percentage of required classes and courses in which teachers spent specified numbers of contact hours on specific skills or activities, by school level—SHPPS 2014.....	52
Table 2.30. Mean number of minutes provided for students to do specific activities during a typical physical education class period, by school level—SHPPS 2014.....	53
Table 2.31. Percentage of schools in which teachers taught specific physical education topics in at least one required physical education class or course, by school level—SHPPS 2014.....	54
Table 2.32. Percentage of schools in which teachers in at least one required class or course used specific materials when planning to teach or teaching physical education, by school level—SHPPS 2014	54
Table 2.33. Percentage of physical education classes or courses in which teachers sometimes or often used specific practices and teaching methods when teaching the class, by school level—SHPPS 2014.....	55
Table 2.34. Percentage of classes or courses in which teachers used specific assessment methods, by school level—SHPPS 2014.....	56
Table 2.35. Percentage of schools in which teachers in at least one required class or course engaged in specific practices related to fitness testing, by school level—SHPPS 2014.....	56
Table 2.36. Percentage of secondary schools in which teachers in at least one required class or course engaged in specific practices related to individualized physical activity plans, by school level—SHPPS 2014	57
Table 2.37. Percentage of classes or courses in which teachers used specific methods for teaching students with long-term physical, medical, or cognitive disabilities, by school level—SHPPS 2014	57
Table 2.38. Classes or courses that had a teacher with specific characteristics, by school level—SHPPS 2014	58

Table 2.39. Percentage of classes or courses that had a teacher who received professional development and who wanted professional development on specific topics, by school level—SHPPS 2014.....	59
Nutrition Environment and Services	60
Table 3.1. Percentage of schools with specific features, by school level—SHPPS 2014	60
Table 3.2. Specific characteristics of school nutrition services programs, by school level—SHPPS 2014	61
Table 3.3. Percentage of schools that offer specific foods to students as part of school nutrition services programs, by school level—SHPPS 2014	62
Table 3.4. Percentage of schools ordering each type of milk during a typical school week, by school level—SHPPS 2014	62
Table 3.5. Percentage of schools that almost always or always used healthy food preparation practices, by school level—SHPPS 2014	63
Table 3.6. Percentage of schools that offer specific a la carte foods and beverages to students during a typical school week, by school level—SHPPS 2014	64
Table 3.7. Percentage of schools with cafeterias with specific characteristics, by school level—SHPPS 2014	65
Table 3.8. Percentage of schools in which school nutrition services staff talked to or taught students in specific settings, by school level—SHPPS 2014	65
Table 3.9. Percentage of schools in which nutrition services staff worked on school nutrition services activities with other school and local agency or organization staff, by school level—SHPPS 2014.....	66
Table 3.10. Percentage of schools that engaged in specific activities to promote the school nutrition services program, by school level—SHPPS 2014	66
Table 3.11. Percentage of school nutrition services programs with specific practices related to food safety and serving students with special dietary needs, by school level—SHPPS 2014.....	67
Table 3.12. Percentage of elementary school classes with specific hand cleaning practices—SHPPS 2014	67
Table 3.13. Percentage of schools with specific nutrition services staffing characteristics, by school level—SHPPS 2014	68
Table 3.14. Percentage of schools with specific policies related to foods and beverages available outside of the school meal program, by school level—SHPPS 2014.....	69
Table 3.15. Percentage of schools with specific practices related to the sale of foods and beverages in vending machines, school stores, canteens, or snack bars, by school level—SHPPS 2014.....	70
Table 3.16. Percentage of schools with specific practices related to the sale of foods and beverages outside of the school meal program—SHPPS 2014	71
Table 3.17. Percentage of schools with specific practices related to the promotion of soft drinks, fast food, and other junk foods, by school level—SHPPS 2014.....	72
Table 3.18. Percentage of school nutrition services coordinators with specific characteristics, by school level—SHPPS 2014	73
Table 3.19. Percentage of school nutrition services coordinators who received professional development and who wanted professional development on nutrition services related topics, by school level—SHPPS 2014.....	74

Health Services	75
Table 4.1. Percentage of schools with specific health services staffing characteristics, by school level—SHPPS 2014	75
Table 4.2. Mean number of health services staff and mean number of hours per week each type of staff spent at school, by school level—SHPPS 2014.....	76
Table 4.3. Percentage of schools in which the school nurse talked to or taught students in specific settings, by school level—SHPPS 2014	76
Table 4.4. Percentage of schools in which the school nurse worked on standard health services activities with other school and local agency or organization staff, by school level—SHPPS 2014.....	77
Table 4.5. Percentage of schools with specific practices pertaining to school health records, by school level—SHPPS 2014	78
Table 4.7. Percentage of schools with specific immunization requirements for school entry—SHPPS 2014	79
Table 4.8. Percentage of schools with specific practices related to tuberculosis (TB) screening and testing, by school level—SHPPS 2014	80
Table 4.9. Percentage of schools with specific procedures for student medications, by school level—SHPPS 2014.....	81
Table 4.10. Percentage of schools with specific practices related to student health screenings, by health problem and school level—SHPPS 2014.....	82
Table 4.11. Schools with specific facilities and equipment for health services, by school level—SHPPS 2014.....	83
Table 4.12. Percentage of schools that provided specific health services and prevention services, by school level—SHPPS 2014	85
Table 4.13. Type of staff providing each specific health service and prevention service—SHPPS 2014	87
Table 4.14. Percentage of schools with specific practices related to immunizations, by school level—SHPPS 2014.....	89
Table 4.15. Percentage of schools that provided specific services to medically fragile students and percentage of schools in which staff member provided any of these services, by school level—SHPPS 2014...	89
Table 4.16. Specific school health services practices, by school level—SHPPS 2014.....	90
Table 4.17. Percentage of schools with arrangements with specific providers not on school property to offer health services to students, by school level—SHPPS 2014	90
Table 4.18. Percentage of schools that provide specific health services and prevention services through providers not on school property, by school level—SHPPS 2014	91
Table 4.19. Percentage of school health services coordinators with specific characteristics, by school level—SHPPS 2014	92
Table 4.20. Percentage of school health services coordinators who received professional development and who wanted professional development on specific health services and prevention services topics, by school level—SHPPS 2014.....	93
Counseling, Psychological, and Social Services	95
Table 5.1. Percentage of schools with specific mental health or social services staffing characteristics, by school level—SHPPS 2014.....	95
Table 5.2. Mean number of mental health and social services staff and mean number of hours per	

week each type of staff spent at school, by school level—SHPPS 2014.....	95
Table 5.3. Percentage of schools with minimum levels of education required for newly hired mental health or social services staff, by school level—SHPPS 2014.....	96
Table 5.4. Percentage of schools in which mental health or social services staff talked to or taught students in specific settings, by school level—SHPPS 2014	96
Table 5.5. Percentage of schools in which mental health and social services staff worked on standard mental health or social services activities with other school and local agency or organization staff, by school level—SHPPS 2014	97
Table 5.6. Percentage of schools with specific facilities and equipment for mental health and social services, by school level—SHPPS 2014.....	97
Table 5.7. Percentage of schools that provide specific mental health or social services, by school level—SHPPS 2014	98
Table 5.8. Type of staff providing each specific mental health or social service—SHPPS 2014.....	98
Table 5.9. Percentage of schools with specific mental health and social services practices, by school level—SHPPS 2014.....	99
Table 5.10. Percentage of schools with arrangements with specific providers not on school property to offer mental health or social services to students or families, by school level—SHPPS 2014.....	99
Table 5.11. Percentage of schools that provide specific mental health and social services and methods of service delivery through providers not on school property, by school level—SHPPS 2014	100
Table 5.12. Percentage of school mental health and social services coordinators with specific characteristics, by school level—SHPPS 2014.....	101
Table 5.13. Percentage of school mental health and social services coordinators who received professional development and who wanted professional development on mental health and social services, prevention services, and methods of service delivery, by school level—SHPPS 2014.....	102
Healthy and Safe School Environment (includes Social and Emotional Climate).....	104
Table 6.1. Percentage of schools with specific practices related to the school environment, by school level—SHPPS 2014	104
Table 6.2. Percentage of schools that used specific criteria to help determine the response to incidents of student policy violations, by type of incident—SHPPS 2014	105
Table 6.3. Percentage of schools that almost always or always took specific actions for incidents of student policy violations, by type of incident—SHPPS 2014.....	105
Table 6.4. Percentage of schools with specific policies or practices related to violence prevention, by school level—SHPPS 2014.....	106
Table 6.5. Percentage of schools that have adopted specific tobacco-use prevention policies, by school level—SHPPS 2014	107
Table 6.6. Percentage of schools with practices related to tobacco use and illegal drug use, by school level—SHPPS 2014.....	108
Table 6.7. Percentage of secondary schools with specific practices related to student drug testing, by school level—SHPPS 2014.....	109
Table 6.8. Percentage of schools with specific practices related to injury prevention and safety, by school level—SHPPS 2014.....	110

Table 6.9. Percentage of elementary schools with specific practices related to playground safety, by school level—SHPPS 2014	111
Table 6.10. Percentage of schools with specific practices related to sun safety, by school level—SHPPS 2014.....	111
Table 6.11. Percentage of schools with specific practices related to crisis preparedness, response, and recovery plans, by school level—SHPPS 2014.....	112
Table 6.12. Percentage of schools with crisis preparedness, response, and recovery plans that include specific elements, by school level—SHPPS 2014	113
Table 6.13. Percentage of schools with specific characteristics related to crisis preparedness, response, and recovery, by school level—SHPPS 2014	113
Table 6.14. Percentage of schools that had one or more school health councils that met specific numbers of times, by school level—SHPPS 2014	114
Table 6.15. Percentage of schools that had one or more school health councils that addressed specific school health program components and health topics and engaged in specific activities, by school level—SHPPS 2014	115
Table 6.16. Percentage of schools that had one or more school health councils that included representatives from specific school groups and local agencies or organizations, by school level—SHPPS 2014	116
Table 6.17. Percentage of schools with specific practices related to school health coordination, by school level—SHPPS 2014	117
Table 6.18. Percentage of schools that encouraged student involvement in school health, by school level—SHPPS 2014	117
Physical Environment.....	118
Table 7.1. Characteristics related to school construction and renovation, by school level—SHPPS 2014	118
Table 7.2. Percentage of schools with specific practices related to the physical school environment, by school level—SHPPS 2014.....	119
Table 7.3. Percentage of schools that engaged in specific integrated pest management practices, by school level—SHPPS 2014	120
Table 7.4. Percentage of schools in which custodial or maintenance staff are required to receive training on specific topics related to the physical environment, by school level—SHPPS 2014.....	120
Table 7.5. Percentage of schools with specific practices related to transportation, by school level—SHPPS 2014.....	121
Table 7.6. Percentage of schools with joint use agreements with specific characteristics, by school level—SHPPS 2014	122
Employee Wellness	123
Table 8.1. Percentage of nonpublic schools offering health insurance to faculty and staff, by school level—SHPPS 2014	123
Table 8.2. Percentage of nonpublic schools requiring examinations and screenings for faculty and staff, by school level—SHPPS 2014.....	124
Table 8.3. Percentage of schools offering specific types of screening to faculty and staff, by school level—SHPPS 2014	125

Table 8.4. Percentage of schools offering specific health promotion activities and services to faculty and staff, by school level—SHPPS 2014	125
Table 8.5. Percentage of schools that provided specific incentives for faculty and staff participation or goal achievement in health promotion programs, by school level—SHPPS 2014	126
Table 8.6. Percentage of schools for which specific agencies and organizations offered faculty and staff health promotion activities or services, by school level—SHPPS 2014.....	126
Table 8.7. Percentage of schools that took specific actions to promote faculty and staff health promotion activities or services, by school level—SHPPS 2014.....	126
Table 8.8. Percentage of schools with a faculty and staff health promotion coordinator and among those schools, percentage in which the coordinator worked on health promotion activities and services with other school staff, by school level—SHPPS 2014.....	127
Table 8.9. Percentage of schools engaging in other practices related to faculty and staff health promotion, by school level—SHPPS 2014.....	127
Family Engagement	128
Table 9.1. Percentage of schools that engaged families in health education, by school level—SHPPS 2014.....	128
Table 9.2. Percentage of classes or courses in which teachers engaged families in health education, by school level—SHPPS 2014.....	128
Table 9.3. Percentage of schools that engaged families in physical education, by school level—SHPPS 2014.....	128
Table 9.4. Percentage of classes or courses in which teachers engaged families in physical education or physical activity, by school level—SHPPS 2014.....	129
Table 9.5. Percentage of schools that engaged families in nutrition services—SHPPS 2014.....	129
Table 9.6. Percentage of schools that engaged families in health services, by school level—SHPPS 2014	129
Table 9.7. Percentage of schools that engaged families in mental health and social services, by school level—SHPPS 2014	129
Table 9.8. Percentage of schools in which all, most, or some faculty engaged in practices to promote family involvement, by school level—SHPPS 2014	130
Community Involvement	131
Table 10.1. Percentage of health education classes or courses in which teachers asked students to participate in activities in the community, by school level—SHPPS 2014.....	131
Table 10.2. Percentage of physical education classes or courses in which teachers asked students to participate in activities in the community, by school level—SHPPS 2014.....	131
Table 10.3. Percentage of schools in which groups helped develop, communicate, or implement policies or activities related to specific topics, by school level—SHPPS 2014	132
Table 10.4. Percentage of schools with specific practices related to community involvement, by school level—SHPPS 2014.....	133
Trends Over Time	134
Table 11.1. Significant trends over time in the percentage of schools with specific health education practices, SHPPS 2000, 2006, and 2014	134
Table 11.2. Significant trends over time in the percentage of schools in which teachers engaged in specific practices in at least one required health education class or course, SHPPS 2000, 2006, and 2014.....	135

Table 11.3. Significant trends over time in the percentage of health education classes or courses with specific characteristics, SHPPS 2000, 2006, and 2014	137
Table 11.4. Significant trends over time in the percentage of schools with specific physical education and physical activity practices, SHPPS 2000, 2006, and 2014.....	138
Table 11.5. Significant trends over time in the percentage of physical education classes or courses with specific characteristics, SHPPS 2000, 2006, and 2014	139
Table 11.6. Significant trends over time in the percentage of schools in which teachers engaged in specific practices in at least one required physical education class or course, SHPPS 2000, 2006, and 2014	141
Table 11.7. Significant trends over time in the percentage of schools with specific nutrition services practices, SHPPS 2000, 2006, and 2014.....	142
Table 11.8. Significant trends over time in the percentage of schools with specific health services practices, SHPPS 2000, 2006, and 2014	145
Table 11.9. Significant trends over time in the percentage of schools with specific counseling, psychological, and social service practices, SHPPS 2000, 2006, and 2014.....	148
Table 11.10. Significant trends over time in the percentage of schools with specific school environment policies or practices, SHPPS 2000, 2006, and 2014.....	149
Table 11.11. Significant trends over time in the percentage of schools with specific faculty and staff health promotion practices, SHPPS 2000, 2006, and 2014	151
Table 11.12. Significant trends over time in the percentage of schools with specific practices related to family engagement and community involvement, SHPPS 2000, 2006, and 2014.....	152
National Health Objectives	153
Table 12.1. National Health Objectives from Healthy People 2020 Measured by SHPPS 2014	153
Discussion	156
Health Education	156
Physical Education and Physical Activity	156
Nutrition Environment and Services	157
Health Services	157
Counseling, Psychological, and Social Services	158
Healthy and Safe School Environment (includes Social and Emotional Climate).....	158
Physical Environment.....	159
Employee Wellness	160
Family Engagement	160
Community Involvement.....	161
Conclusion	161
References	162

Background and Introduction

Schools are in a unique position to promote the health and safety of young people and help them establish lifelong healthy behavior patterns. Approximately 95% of our nation's young people aged 5-17 years attend school, usually for six hours a day, and for up to 13 years of critical social, psychological, physical, and intellectual development. Collaboration and coordination between the public health and education sectors therefore can have a positive impact on young people (1).

Since 1987, the coordinated school health approach promulgated by the Centers for Disease Control and Prevention (CDC) and other organizations has provided a strategy for improving students' health and learning in our nation's schools (2). This model, however, has been viewed by educators primarily as an initiative focused on health outcomes and has not gained much traction in the education sector. In contrast, ASCD's Whole Child Initiative, a similar effort to promote the long-term development and success of children, has been viewed primarily as an education initiative and has not gained much traction in the public health sector. To support a unified and collaborative approach to learning and health, ASCD and CDC developed a new model in collaboration with key leaders from the fields of health, public health, education, and school health: the Whole School, Whole Community, Whole Child (WSCC) model (3).

This model, released in 2014, "incorporates the components of a coordinated school health program around the tenets of a whole child approach to education and provides a framework to address the symbiotic relationship between learning and health" (3, p. 6). While the traditional coordinated school health model contained eight components, the WSCC model contains 10: health education; physical education and physical activity; nutrition environment and services; health services; counseling, psychological, and social services; social and emotional climate; physical environment; employee wellness; family engagement; and community involvement.

To monitor progress in each of these 10 areas, it is critical to measure periodically the extent to which schools have policies and practices in place that address these components. In addition, data are needed to monitor national health objectives that pertain to schools, as well as to assist with program planning at the national level, help drive policy development, and track changes over time in school health policies and practices. In response to these needs, CDC developed the School Health Policies and Practices Study (SHPPS). SHPPS is a national survey periodically conducted to assess school health policies and practices at multiple levels for each of the 10 components.

SHPPS was conducted at the state, district, school, and classroom levels in 1994, 2000, and 2006. In 2012, SHPPS was conducted only at the state and district levels. SHPPS 2014 was conducted at the school and classroom levels; this report therefore provides school- and classroom-level data on each of the 10 components described below.

Health Education

The WSCC model (1) defines formal, structured health education as any combination of planned learning experiences that provide students with the opportunity to acquire information and the skills they need to make quality health-promoting decisions, achieve health literacy, adopt health-enhancing behaviors, and promote the health of others. Comprehensive school health education includes curricula and instruction for students in pre-K through grade 12 that address a variety of topics such as alcohol and other drug use, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention. Health education, taught by qualified and trained teachers, based on an assessment of student health needs, and planned in collaboration with the community, ensures reinforcement of health messages that are relevant for students and meet community needs. Effective health education addresses the National Health Education Standards (NHES) (4) and incorporates the characteristics of an effective health education curriculum identified through reviews of effective programs and curricula and input from experts in the field of health education (5).

The NHES (4) were developed to establish, promote, and support health-enhancing behaviors for students in all grades. The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. They are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 and provide a framework for curriculum development and selection, instruction, and student assessment in health education.

Healthy People 2020 recognizes the importance of school health education with four national objectives measured by SHPPS: "increase the proportion of elementary, middle, and senior high schools that require school health education" (Early and Middle Childhood [EMC]-4); "increase the proportion of elementary, middle, and senior high schools that provide comprehensive school health education to prevent health problems in the following areas: unintentional injury; violence; suicide; tobacco

use and addiction; alcohol or other drug use; unintended pregnancy, HIV/AIDS, and STD infection; unhealthy dietary patterns; and inadequate physical activity” (Educational and Community-Based Programs [ECBP]-2); “increase the proportion of elementary, middle, and senior high schools that have health education goals or objectives which address the knowledge and skills articulated in the National Health Education Standards (high school, middle, and elementary)” (ECBP-3); and “increase the proportion of elementary, middle, and senior high schools that provide school health education to promote personal health and wellness in the following areas: hand washing or hand hygiene; oral health; growth and development; sun safety and skin cancer prevention; benefits of rest and sleep; ways to prevent vision and hearing loss; and the importance of health screenings and checkups” (ECBP-4) (6).

Physical Education and Physical Activity

The *Physical Activity Guidelines for Americans* recommend children and adolescents engage in at least sixty minutes of daily physical activity (7). As part of these 60 minutes, children and adolescents should participate in vigorous physical activity, muscle strengthening, and bone strengthening activities at least three days per week (7). This is also reflected in a Healthy People 2020 objective: “increase the proportion of adolescents who meet current Federal physical activity guidelines for aerobic physical activity and for muscle-strengthening activity” (Physical Activity [PA]-3) (6). Schools are in a unique position to help students attain their daily recommended 60 minutes of physical activity (8,9).

As discussed in the WSCC model (1), schools can create an environment that offers many opportunities for students to be physically active throughout the school day. A Comprehensive School Physical Activity Program (CSPAP) provides a national framework for physical education and youth physical activity. A CSPAP includes strong coordination across five components: physical education, physical activity during school, physical activity before and after school, staff involvement, and family and community engagement (10).

Physical education serves as the foundation of a CSPAP and is an academic subject characterized by a planned, sequential K-12 curriculum (course of study) based on the national standards for physical education (11). Well-designed physical education provides the opportunity for students to learn key concepts and practice critical skills needed to establish and maintain physically active lifestyles throughout childhood, adolescence, and into adulthood. CDC, the Institute of Medicine (IOM), and other national organizations such as Society of Health and Physical Educators (SHAPE) America, recommend that

all students in grades K-12 have daily physical education (8,9), a recommendation further articulated in two Healthy People 2020 objectives: “increase the proportion of the Nation’s public and private schools that require daily physical education for all students” (PA-4) and “increase the proportion of adolescents who participate in daily school physical education” (PA-5) (6). Additionally, physical education is best taught by physical education teachers certified, licensed, or endorsed by the state to teach physical education.

In addition to physical education, recess and classroom physical activity breaks are other opportunities for students to be physically active during the school day. Recess is a planned time within the school day for free play and supervised physical activity (8-10). Classroom physical activity includes any physical activity done in the classroom during the school day, where teachers incorporate physical activity into planned academic lessons and/or provide short breaks in class (8-10).

Schools also can provide opportunities for physical activity before and after school to help students achieve some of the 60 minutes of physical activity they need each day. Before and after school physical activity could include walking and biking to school programs, physical activity clubs, intramural programs, informal play on school grounds, physical activity in school-based before- and after-care programs, and interscholastic sports (8-10). Schools can encourage physical activity before and after school by allowing students, their families, and others in the community to use school facilities such as the track, gym, or fields. In addition, other organizations can establish a joint use or shared use agreement with schools that allows them to use school facilities for physical activity opportunities or events. This shared use of facilities also is supported by a Healthy People 2020 objective: “increase the proportion of the Nation’s public and private schools that provide access to their physical activity spaces and facilities for all persons outside of normal school hours (that is, before and after the school day, on weekends, and during summer and other vacations)” (PA-10) (6).

Nutrition Environment and Services

As defined in the WSCC model, the school nutrition environment provides students with opportunities to learn about and practice healthy eating through available foods and beverages, nutrition education, and messages about food in the cafeteria and throughout the school campus. School nutrition services provide meals that meet federal nutrition standards for the National School Lunch and Breakfast Programs, accommodate the health and nutrition needs of all students, and help ensure that foods and beverages sold outside of the school meal programs (i.e.,

competitive foods) meet Smart Snacks in School nutrition standards. School administrators, teachers, staff, and families can support a healthy school nutrition environment by marketing and promoting healthier foods and beverages, encouraging participation in the school meal programs, ensuring competitive foods comply with Smart Snacks nutrition standards, serving as role models for healthy eating behaviors, and ensuring that students have access to free drinking water throughout the school day (1).

Students may consume as much as half of their daily calories at school (12). New federal requirements for school meal programs and numerous national initiatives, reports, and recommendations reflect the importance of a healthy school nutrition environment in helping to ensure that students have access to healthy foods and beverages and receive consistent messages about healthy eating (8, 13-16). The Healthy, Hunger-Free Kids Act of 2010 created new nutrition standards for school meals and competitive foods, and strengthened requirements for local school wellness policies (13). Recommendations from the Institute of Medicine include ensuring that there are strong nutrition standards for all foods and beverages sold or provided through schools including school meals, vending machines, school stores, and classroom parties (14,15). Additionally, several Healthy People 2020 objectives address school nutrition: “increase the proportion of schools with a school breakfast program,” (Adolescent Health [AH]-6), “increase the proportion of schools that do not sell or offer calorically sweetened beverages to students” (Nutrition and Weight Status [NWS]-2.1), and “increase the proportion of school districts that require schools to make fruits or vegetables available whenever other food is offered or sold” (NWS-2.2) (6).

Health Services

As defined in the WSCC model, school health services address actual and potential health problems among students. Services range from first aid and emergency care to the management of chronic conditions, such as asthma or diabetes, and also include wellness promotion and preventive services. Further, school health services “are designed to ensure access and/or referrals to the medical home or private healthcare provider.” (1). Indeed, schools can play a valuable role in providing access to health care available in the community for students who might otherwise have difficulty obtaining access to such services (17).

At school, one of the main functions of school health services is to support student health and educational success, a function ideally carried out by registered school nurses. The importance of their role is apparent in multiple policy and position statements from the National Association of School Nurses (NASN) and the American Academy of Pediatrics (AAP). For example, the AAP’s

policy statement on the role of the school nurse notes seven core services school nurses should provide: providing direct care to students, providing leadership for the provision of health services, providing screening and referral for health conditions, promoting a healthy school environment, promoting health, serving in a leadership role for health policies and programs, and serving as a liaison between school personnel, families, health care professionals, and the community (18). The NASN’s position statement on the role of the school nurse states that the school nurse should provide health care for all students within the school setting through assessment, intervention, and follow-up (19). In addition, the importance of having sufficient registered school nurses for all students is reflected in a Healthy People 2020 objective: “increase the proportion of elementary, middle, and senior high schools that have a full-time registered school nurse-to-student ratio of at least 1:750” (ECBP-5) (6).

Counseling, Psychological, and Social Services

School counseling, psychological, and social services are prevention and intervention services that support students’ academic success and their mental, behavioral, and social-emotional health. Services include screenings, evaluations, and assessments; individual or group counseling and consultation as appropriate; and referrals to school and community support services when needed. In the school setting, professionals such as certified school counselors, school psychologists, and school social workers typically provide these services (1).

Approximately 13%–20% of children living in the United States experience a mental, emotional, or behavioral disorder in a given year while associated annual costs among persons aged <24 years in the United States has been estimated at \$247 billion (20). Given this overwhelming need for mental health services for children and adolescents, the New Freedom Commission on Mental Health published a report highlighting the vital role that schools play in the mental health system and recommending improvement and expansion of school mental health programs (21,22). School mental health services may be offered based on one of three models: 1) school-supported with a separate mental health unit in the school, 2) formal community connections and linkages through contracts with mental health professionals, and 3) comprehensive and integrated health and mental health services through school-based health centers and programs that address prevention, screening, referral, and direct care (23). Relatedly, the American School Health Association recommends 1) providing mental health services within a coordinated school health framework to ensure access, transition, and follow-up and 2) collaborating with the

larger community to ensure that appropriate mental health assessment is available and accessible with a full spectrum of mental health services (24).

Healthy and Safe School Environment (includes Social and Emotional Climate)

Schools can use a variety of policies and practices to promote a safe and healthy school environment, including a positive social and emotional school climate. These policies and practices not only can minimize hazards but also can promote health enhancing behaviors, all of which support the educational mission of schools by providing an environment in which students “feel well, learn and play safely, thrive, and reach their full potential” (25, p. 5). The WSCC model describes the social and emotional school climate as “the psychosocial aspects of students’ educational experience that influence their social and emotional development” (3).

Safe and healthy school environment policies and practices range across topics such as unintentional injury and violence prevention; crisis preparedness, response, and recovery; alcohol, tobacco, and illegal drug use prevention; sun safety; student involvement in school health; and school health coordination through the use of a school health coordinator and school health council, committee, or team. The importance of tobacco use prevention, in particular, is reflected in a Healthy People 2020 objective: “increase tobacco-free environments in schools, including all school facilities, property, vehicles, and school events” (Tobacco Use [TU]-15) (6).

Physical Environment

The WSCC model identifies the physical school environment as an important means to ensure the health and safety of all students and staff (3) and the World Health Organization identifies the physical school environment as “an essential component of a health promoting school” (26). Schools face unique challenges in providing a safe and healthy environment for students and staff. They are more crowded than most indoor environments and they support a range of activities from food preparation to physical activity. The physical school environment is important to children’s health because of the particular vulnerabilities of children due to developing organ systems, their behavior patterns that increase risk of environmental exposures, and the amount of time spent at school (26, 27). Schools located within residential areas allow for walking and biking to school, promoting physical activity and reducing traffic, and also provide convenient community access to school facilities for a variety of purposes if the school or school district allow such use (28,29).

The significance of the school environment is reflected in a Healthy People 2020 objective: “increase the proportion of the Nation’s elementary, middle, and high schools that have official school policies and engage in practices that promote a healthy and safe physical school environment” (Environmental Health [EH]-16) (3). Such policies would address the school building, its maintenance, and its contents; the land on which the school is located; and the area surrounding it (3, 26). Further, objective PA-10, described in the Physical Education and Physical Activity section above, also is relevant to the physical school environment.

Employee Wellness

While schools primarily serve as a place of learning for youth, they also function as worksites for adults (1). Approximately 7 million workers are employed by elementary and secondary school systems in the United States, and therefore schools are ideal settings for promoting adult health through employee wellness programs, also known as faculty and staff health promotion programs (30). Promoting school employees’ physical and mental health protects school staff which further helps to support students’ health and academic success. Healthy school employees are more productive, have less absenteeism, and can serve as positive role models for students. Schools can create work environments that support healthy eating, active lifestyles, tobacco free living, stress management, and injury and hazard prevention (1).

Two Healthy People 2020 objectives demonstrate federal-level support for employee wellness: “increase the proportion of worksites that offer an employee health promotion program to their employees” (ECBP-8) and “increase the proportion of employees who participate in employer-sponsored health promotion activities.” (ECBP-9). Another objective also is relevant: “increase the proportion of employees who have access to workplace programs that prevent or reduce employee stress” (Occupational Safety and Health [OSH]-9) (6).

A comprehensive school employee wellness approach includes a coordinated set of programs (such as health education and screenings), policies, benefits, and environmental supports designed to address multiple health risk factors and conditions (1, 31). *School Employee Wellness: A Guide for Protecting the Assets of Our Nation’s Schools* recommends that these programs be integrated into the school or district structure, include individual follow-up interventions to support behavior change for health risks that are identified through health screenings, provide education and other resources that help inform health care decision making among staff, and include a mechanism for evaluating effectiveness and efficiency of

programs. Partnerships between school districts and their health insurance providers can provide resources to school employees, such as personalized health assessments and flu vaccinations (1). School employee programs have been shown to be cost-effective (32-34), producing a \$5.81 to \$1 return-on-investment ratio, on average (35).

Family Engagement

The WSCC model (1) reflects the ever-increasing and growing roles that families can play to help students achieve optimal health and academic success. Families and schools can work together to support and improve the learning, development, and health of students. Family engagement with schools is a shared responsibility of both schools and families. Schools can make families feel welcomed, engage families in a variety of meaningful ways, and sustain family engagement. Families can actively support their child's learning and development. This relationship between schools and families cuts across and reinforces student health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community.

More specifically, schools can offer a variety of opportunities to engage families in school health activities. Six effective types of involvement that schools can use to engage families have been identified (36, 37):

1. Provide parenting support.
2. Communicate with families.
3. Provide a variety of volunteer opportunities.
4. Support learning at home.
5. Encourage families to be part of decision making in schools.
6. Collaborate with the community.

Implementing activities that address all six types of involvement will increase the likelihood of engaging more families in the health and education of their children in all grade levels.

Community Involvement

As the WSCC model (1) recognizes, community groups, organizations, and local businesses can create beneficial partnerships with schools that includes sharing resources and supporting student learning, development, and health-related activities. The school, its students, and their families benefit when educators at the district or school solicit and coordinate information, resources, and services available from community-based organizations, businesses, cultural and civic organizations, social service agencies, faith-based

organizations, health clinics, colleges and universities, and other community groups. In return, schools, students, and their families can contribute to the community through community services and service-learning opportunities and by sharing school facilities (e.g., playing fields and other athletic facilities) with community members.

Partnerships between schools and community members (including family members) are key elements of effective school health programs (36, 38). Schools that have a good relationship with community members are more likely to gain their cooperation with school health efforts (36). These relationships also increase the probability of successful school health programs and improved student health outcomes (36, 39). Interventions aimed at preventing and treating childhood obesity (40, 41), school-based tobacco-use prevention programs (42, 43), asthma interventions (44, 45), and school-based sexual health programs (46) are more effective when they involve community organizations. Community involvement is especially important when addressing topics that can be emotionally charged, such as HIV infection, other STDs, and pregnancy prevention (47-50) and can make the difference between success and failure of these programs.

Overview of Report

This report provides results from the SHPPS conducted in 2014. Following a detailed Methods section, 2014 results are presented in a series of 168 tables organized around the 10 components of the WSCC model. Tables 1.1 through 10.4 provide the percentage of schools or classes with certain policies and practices in place; these results are shown separately for each school level—elementary school, middle school, and high school. For each variable, the prevalence estimate is shown along with a 95% confidence interval. Tables 11.1 through 11.12 then provide the results of trend analyses examining changes over time in selected school health policies and practices (see the Methods section for the criteria used to determine which variables are reported). Table 12.1 provides results for the 56 Healthy People 2020 objectives and sub-objectives monitored by SHPPS 2014 (6). Following the Results section is a Discussion section that highlights the key findings of the report.

Methods

The School Health Policies and Practices Study (SHPPS) 2014 was conducted by the CDC through a contract with ICF Macro, Inc., an ICF International Company. The study, formerly known as the School Health Policies and Programs Study, was previously conducted in 1994, 2000, 2006, and 2012.

SHPPS 2014 examined 10 components of school health among a nationally representative sample of schools: health education; physical education and physical activity; nutrition environment and services; health services; counseling, psychological, and social services; healthy and safe school environment (including social and emotional climate); physical environment; employee wellness; family engagement; and community involvement. SHPPS 2014 also assessed health education and physical education among a nationally representative sample of required courses and classes.

Questionnaire development

CDC developed nine questionnaires for SHPPS 2014: seven school-level questionnaires and two classroom-level questionnaires. The school-level questionnaires corresponded to the school health components listed above, except that, as in previous SHPPS cycles, the Healthy and Safe School Environment questionnaire included questions on physical environment and the questions related to family engagement and community involvement were integrated into the questionnaires measuring the other components of school health. One classroom-level questionnaire assessed health education and the other assessed physical education.

CDC developed the 2014 questionnaires in tandem with the questionnaires developed for the 2012 study. The questionnaire development process began in May 2010 and used the 2006 questionnaires as a starting point. The 2006 results were reviewed and used to determine which questions did not yield useful data, such as those with very high prevalence or those with a large number of missing responses. These questions were flagged for deletion or revision. Next, CDC convened a series of conference calls. Each call covered a different component of school health and was led by CDC; participants included content experts from within CDC. During each call, participants discussed questions to delete or revise and suggested questions to add. This process resulted in a draft set of questionnaires.

Next, all new questions and those that had been revised substantially were subjected to cognitive testing. A total of 42 interviews were conducted in six schools that were geographically dispersed and of varying types (public, private, small, and large). To mimic the planned mode of administration, testing was conducted in person, but the interviewers used paper-and-pencil interview protocols because the computer-assisted personal interviewing (CAPI) programming had not yet been completed. Between four and six interviews were conducted for each questionnaire component. Trained interviewers asked respondents to answer each question and then asked follow-up questions to ascertain the respondents' understanding of the questions, response options, and "help" statements.

Subsequent to the cognitive testing, the draft questionnaires were distributed to reviewers representing federal agencies, national nongovernmental organizations, foundations, universities, and businesses nationwide. Based on the comments that were received from the reviewers and the results of the cognitive testing, CDC revised the questionnaires and produced a final version.

Three of the revised questionnaires were divided into modules: Physical Education and Activity, Health Services, and Healthy and Safe School Environment. Modularization served two purposes: first, to reduce burden and improve reporting accuracy by grouping together related items so that a single respondent could complete each module, and second, to allow different respondents to complete one or more sections of each questionnaire based on their area of expertise. The table on page 7 shows school-level questionnaire modules. Classroom-level questionnaires were not divided into modules. A complete set of questionnaires is available at www.cdc.gov/shpps.

Table. Summary of School-level Participation

Module	# of Eligible Schools	# of Ineligible Schools	# Participating Schools	Participation Rate (%)
Health Education	808	20	546	68%
Health Services Overall	828	0	588	71%
Module 1 – Student Health Records, Required Immunizations, TB Testing, Procedures for Student Medications, Approach to Students with HIV or AIDS, Medicaid, School-Based Health Centers, Promotion, Screening	826	2	584	71%
Module 2 – School Nurse Staffing and Collaboration, Education Requirements, Other Health Services Staffing and Collaboration	817	11	575	70%
Module 3 – Facilities and Equipment, Standard Precautions, Injury Reports, Illness Reports, Health Services Provision, Other Services, Services at Other Sites, Health Services Coordinator Background	819	9	570	70%
Healthy and Safe School Environment Overall	828	0	586	71%
Modules 1 and 3 – General School Environment; Crisis Preparedness, Response, and Recovery; School Climate; Physical Activity; Foods and Beverages Sold by Outside Vendors; School Health Councils	828	0	577	70%
Module 2 – Physical School Environment	828	0	568	69%
Physical Education And Activity Overall	828	0	582	70%
Module 1 – General Physical Education	825	3	574	70%
Module 2 – Interscholastic Sports	610	218	390	64%
Nutrition Services	803	25	554	69%
Mental Health And Social Services	807	21	545	68%
Faculty and Staff Health Promotion	826	2	573	69%

Sampling

Sampling frame

The school sampling frame was created by supplementing the most current version of the Market Data Retrieval (MDR) database with the National Center for Education Statistics (NCES) Common Core of Data for public schools and the NCES Private School Survey. This supplementation was designed to improve coverage and make the frame more consistent with stratification and post-stratification data from NCES. The sampling frame constructed from this merged data file contained 103,245 public schools and 31,407 non-public schools.

Sample selection

To allow for precise estimates by urban status, school districts were stratified into four homogenous strata based on NCES Locale Codes: city (including large, midsize, and small), suburb (including large, midsize, and small), town (including fringe, distant, and remote), and rural (including fringe, distant, and remote). At the first stage of sampling, primary sampling units (PSUs) were constructed using school districts or groups of school districts. To construct PSUs of sufficient size and to ensure that each PSU could be assigned to a stratum, neighboring districts within a stratum were grouped together so that each PSU contained at least six schools (two each at the elementary, middle, and

high school levels). This process resulted in the creation of 4,693 PSUs containing the 134,652 schools in the sampling frame described above.

A two-stage sampling design was used to select a nationally representative sample of schools. In the first stage of sampling, PSUs were selected with probability proportional to size. The measure of size took into account the sampling rate for the stratum and the number of schools at the elementary, middle, and high school levels. A total of 141 PSUs were selected across the four strata.

Each school was assigned to a “core” level based on the grades in that school. Elementary schools were defined as those containing any of grades kindergarten (K) through 4, middle schools were defined as those containing any of grades 7 or 8, and high schools were defined as those containing any of grades 10, 11, or 12. After a core level was assigned, the remaining grades in the school were examined. If a school had been assigned to the core elementary school level and also contained grades 5 and/or 6, it remained assigned to the elementary school level and was represented once in the sampling frame. If a school had been assigned to the core middle school level and also contained any of grades 5, 6, or 9, the school remained assigned to the middle school level and was represented

once in the sampling frame. If a school had been assigned to the core high school level and also contained grade 9, the school remained assigned to the high school level and was represented once in the sampling frame. When a school was assigned to more than one core level (e.g., a school containing grades K-8 would be considered both an elementary school and a middle school), the school was split into separate schools each containing a single school level, and one level was subsampled per school with equal probability.

At the second stage of sampling, a constant number of schools, two schools per level per PSU, were selected. This type of selection, coupled with the composite measure of size, yielded an approximately self-weighting sample of 846 schools.

All public, Catholic, and non-Catholic private schools with any of grades K through 12 were eligible, but schools with the following characteristics were excluded from the sample: alternative schools, schools providing services to a “pull-out” population who were provided services at another eligible school, schools run by the Department of Defense or Bureau of Indian Education, and schools with fewer than 30 students.

Classroom sampling

Within the sampled schools, nationally representative samples of required health education classes (at the elementary level) or courses (at the middle and high school levels) and required physical education classes or courses were selected. Different sampling methods were used to select the classroom samples in elementary schools and middle and high schools to reflect the differences in how instruction typically occurs at these different school levels. That is, in elementary schools, required instruction on health topics and required physical education are not usually taught as separate courses of study but rather in specified grades, while middle and high schools usually have separate courses for health education and physical education.

During recruitment of elementary schools, the school contact identified the grades in which required health education or required physical education was taught, and a maximum of two grades was selected randomly. For each selected grade, all teachers who taught that grade were identified and one teacher was selected randomly.

During recruitment of middle and high schools, the school contact identified all required health education or physical education courses. With rare exceptions, such as when a course was only offered in the spring, courses were selected from the fall offerings. From those courses, a maximum of two courses was selected randomly. For each selected course, all teachers who taught that course were identified

and one teacher per course was selected randomly. Then, all sections of the course taught by this teacher were identified and one section was selected randomly to serve as the point of reference for the teacher during the classroom interview.

In total, 529 health education classes or courses and 791 physical education classes or courses were selected for participation in the study.

Response rates

Among the 846 schools sampled, 38 were deemed to be ineligible during sample validation and were replaced. An additional 18 schools, including four schools that closed after the sample was drawn, were deemed ineligible after the start of data collection and were not replaced. The remaining 828 schools were considered eligible, and 631 of these schools (76.2%) participated in the study by completing at least one module of one school-level questionnaire. Schools had varying degrees of participation by module. A school could be considered ineligible to complete a module if it did not have programs or services in place that addressed the content of that module. For example, if a school did not have an interscholastic sports program, that school was considered ineligible for that module. The table in this section shows school-level participation by component and module.

At the classroom level, teachers of 495 of the 529 sampled health education classes or courses (93.6%) completed the Health Education classroom questionnaire, and teachers of 758 of the 791 sampled physical education classes or courses (95.8%) completed the Physical Education classroom questionnaire.

Recruitment and data collection

Enrolling participants in SHPPS required recruitment at three levels: state, district, and school. State-level communication began in June 2013 and involved soliciting the state’s support for the study by obtaining a letter of support from the state education agency and/or the state department of health. These letters were later sent to selected districts and schools within the respective state as part of their invitation to participate in SHPPS. District recruitment began in September 2013 with the goal of obtaining districts’ approval to contact schools selected in their jurisdictions about their participation. District approval to grant access to selected schools was either given verbally or was demonstrated by the district forwarding a packet of information about the study to the principal of each selected school. After district approval was obtained, trained recruiters called each principal or other school contact designated by the principal to seek the school’s agreement to participate in the study. For Catholic schools, recruiters obtained approval from the diocese in which

the school operated before approaching the school. Non-Catholic, private schools were approached directly about their participation.

Once a school had agreed to participate, recruiters worked with the principal or other school contact to identify the most knowledgeable respondent for each questionnaire module, identify any questionnaires or modules that might not be applicable to the school, obtain a list of required health education and physical education classes or courses for selection of classrooms, schedule data collection, and develop an interview schedule that minimized burden on school staff and maximized the efficiency of each data collector's time. Recruiters also obtained information about school start and end times.

Between February and June 2014, trained interviewers visited each school to conduct school- and classroom-level interviews via CAPI technology. In some instances, not all school interviews could be conducted when a data collector was visiting a school. In these cases, a data collector was sent back to the school to complete the data collection or a paper questionnaire was sent directly to the respondent with a return envelope. In addition, for schools not able to successfully schedule on-site data collection, questionnaires were mailed to the principal or other school contact. By the end of the study, 10.5% of all school-level questionnaire modules and 7.7% of all classroom-level questionnaires were submitted as paper questionnaires. Project staff entered responses to the paper questionnaires into the CAPI system.

Data cleaning, weighting, and analysis

Cleaning

To reduce the amount of data cleaning required, the CAPI system contained built-in data checks that prompted interviewers to verify invalid or out-of-range responses. In addition to these checks, a series of edits were applied after data collection that recoded logically inconsistent responses to missing values.

Weighting

To weight the school-level data, base weights were computed as the inverse of the product of the probability of selection of the PSU, the probability of selection of the school within the PSU, and the probability of selection of a school level when a school was assigned to more than one core level. Base weights were then adjusted for nonresponse using a simple weighting class (ratio) adjustment based on sums of weights. The weight adjustment classes were defined using a propensity-weighting method. With this method, the probability that a given school would participate is modeled as a function of school characteristics using logistic regression; then, the predicted response probability

is used to define adjustment classes that are homogenous in response probabilities. For the logistic regression model of response probability, predictors included first- and second-stage strata and census region. Adjustments were conducted separately for each component, and one overall adjustment was calculated for cross-component estimates. Therefore, the logistic regression model was fitted individually for each component.

The school weights were trimmed to reduce the variation in weights that can lead to inflated variances. As a final step, the trimmed school weights were post-stratified to control totals obtained from the sampling frame.

Two classroom-level weights were computed. The first, a school-level classroom weight, was created for aggregate estimates of classroom characteristics at the school level (e.g., percentage of schools that taught a particular topic in at least one required health education class or course). The second, a class-level classroom weight, was created for estimating class-level characteristics directly (e.g., percentage of classes or courses in which a teacher used a specific teaching method).

The base weight for the school-level classroom weight was computed as the inverse of the school selection probability. This weight was then adjusted for nonresponse at the grade (elementary schools) or the course (middle and high schools) level for each component. A school was considered to be responding if a response was provided for any grade or course in that school. The base weight for the class-level classroom weight was computed as the school weight adjusted for nonresponse as described above, multiplied by a weight factor that accounted for both selection and nonresponse at the grade or course level. The weight factor was computed as the ratio of required grades or courses present in a school to the number of responding grades or courses in a school. This weight factor is mathematically equivalent to the selection probability for the grade or course multiplied by a within-school, non-response adjustment at the grade or course level.

Both classroom weights were trimmed at the 95th percentile, with excess weights distributed across the remaining cases for each component. As a final step, the school component of each classroom weight was adjusted to counts of eligible schools via a simple component-level ratio adjustment based on sums of weights. This post-stratification step ensured consistency between estimates based on school-level classroom weights and estimates based on school weights. As no control totals exist for schools that may not qualify for the classroom-level data collection (e.g., do not offer required physical education classes), the overall school population figures were adjusted based on eligibility rates.

Analysis

Statistical analyses were conducted on weighted data using SAS and SUDAAN software to account for the complex sampling designs. Prevalence estimates and confidence intervals were computed for all variables. To analyze changes between SHPPS 2000 and later cycles, many variables from SHPPS 2000 were recalculated so that the denominators used for all years of data were defined identically. In most cases, this denominator included all schools or classrooms rather than a subset of schools or classrooms, which had been used in previous reports of SHPPS 2000 results. As a result of this recalculation, percentages previously reported for SHPPS 2000 might differ from those provided in this report. Only estimates that use the same denominator should be compared.

Secular trend analyses were performed using regression analysis to determine whether changes over time were statistically significant. Time was treated as a continuous variable; orthogonal coefficients reflected a linear time component and spacing between the study years. Trend analyses took into account all available years of data for each variable.

Several criteria were used to determine which changes over time to present in this report. To account for multiple comparisons, changes were reported only if the p-value from the regression analysis was less than .01, and either the difference between the two endpoints (2000 and 2014 or 2006 and 2014) was greater than 10 percentage points, or the 2014 estimate increased by at least a factor of two or decreased by at least half as compared to the 2000 or 2006 estimate.

Limitations and future plans

As in previous cycles, SHPPS 2014 is limited in its ability to provide data on the quality of the practices measured. Respondents were asked only to report whether certain practices were in place, such as whether specific topics were taught or particular services provided. It is possible that a topic could be taught in a way that does not reflect best practices. Similarly, a service could be provided but be of poor quality. In addition, as with any study relying on self-report, it is possible that the data reflect some amount of underreporting or overreporting, as well as lack of knowledge on the part of the respondents.

Unlike the 1994, 2000, and 2006 cycles, both the 2012 and 2014 SHPPS cycles collected data at only a limited number of levels: the state and district levels in 2012 and the school and classroom levels in 2014. As a result, the types of analyses that can be performed each cycle are limited. That is, in previous SHPPS cycles, schools and classrooms were sampled within the nationally representative sample of districts, allowing analyses to identify associations between district policies and school and classroom practices. These types of analyses no longer are possible, and will not be possible in the future, as SHPPS 2016 will collect data at the district level only.

Results

Health Education

Table 1.1. Percentage of schools that follow health education standards, by school level—SHPPS 2014

Standard	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Follows national, state, or district health education standards	78.2 (73.5-82.2)	74.9 (67.0-81.4)	75.1 (67.2-81.6)	90.6 (84.3-94.6)
Follows standards that specifically address				
Accessing valid information, products, and services to enhance health	61.1 (56.2-65.8)	52.0 (43.8-60.0)	61.6 (54.0-68.7)	83.1 (76.5-88.1)
Advocating for personal, family, and community health	65.8 (61.1-70.2)	61.0 (53.0-68.4)	63.0 (55.0-70.3)	81.8 (74.4-87.4)
Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors	68.3 (63.4-72.9)	62.4 (54.0-70.0)	67.3 (59.4-74.2)	84.5 (77.3-89.7)
Comprehending concepts related to health promotion and disease prevention to enhance health	71.5 (66.7-75.9)	67.2 (59.0-74.5)	69.3 (61.5-76.1)	85.2 (77.8-90.3)
Practicing health-enhancing behaviors to avoid or reduce health risks	73.8 (68.9-78.1)	70.8 (62.7-77.7)	69.3 (61.0-76.4)	87.3 (80.8-91.8)
Using decision-making skills to enhance health	73.6 (68.9-77.8)	69.4 (61.6-76.2)	71.6 (63.6-78.4)	86.9 (80.4-91.5)
Using goal-setting skills to enhance health	70.7 (65.8-75.2)	65.4 (57.3-72.8)	69.1 (61.0-76.2)	86.1 (79.5-90.7)
Using interpersonal communication skills to enhance health and avoid or reduce health risks	68.9 (64.1-73.3)	62.7 (54.8-69.9)	68.6 (60.3-75.8)	84.5 (77.7-89.5)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 1.2. Percentage of schools in which students are required to receive instruction on specific health topics, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Alcohol or other drug use prevention	62.3 (57.3-67.0)	50.0 (42.0-58.0)	66.7 (58.9-73.6)	86.9 (80.3-91.5)
Asthma	36.8 (31.7-42.1)	30.3 (23.6-38.0)	38.3 (30.8-46.4)	51.0 (42.9-59.0)
Emotional and mental health	62.6 (57.5-67.4)	52.3 (44.6-59.8)	66.6 (58.8-73.7)	83.0 (75.7-88.5)
Foodborne illness prevention	41.0 (36.0-46.1)	31.8 (25.2-39.2)	37.9 (30.3-46.2)	67.7 (59.3-75.2)
HIV prevention	41.4 (37.0-46.0)	16.0 (10.7-23.2)	57.9 (49.5-65.9)	81.7 (74.1-87.5)
Human sexuality	48.0 (43.1-53.0)	34.0 (26.6-42.4)	54.9 (46.6-62.9)	73.6 (65.8-80.2)
Infectious disease prevention	62.5 (57.2-67.5)	61.1 (53.3-68.3)	56.7 (48.7-64.5)	73.7 (65.7-80.4)
Injury prevention and safety	69.2 (63.7-74.2)	67.2 (58.6-74.8)	64.8 (57.0-72.0)	80.0 (72.8-85.6)
Nutrition and dietary behavior	74.1 (68.5-79.0)	68.9 (59.8-76.7)	75.1 (68.0-81.0)	85.9 (79.8-90.5)
Other STD prevention	38.2 (34.4-42.1)	8.7 (5.2-14.3)	59.0 (50.3-67.2)	83.1 (75.6-88.6)
Physical activity and fitness	67.2 (61.8-72.1)	62.9 (54.4-70.7)	65.8 (58.8-72.2)	79.7 (72.7-85.3)
Pregnancy prevention	32.2 (28.7-36.0)	5.6 (3.1-10.0)	47.7 (39.8-55.7)	76.5 (68.8-82.8)
Suicide prevention	39.1 (34.5-43.9)	20.4 (14.5-27.9)	47.9 (40.1-55.8)	73.7 (65.8-80.3)
Tobacco use prevention	65.7 (60.7-70.4)	57.5 (49.2-65.5)	66.6 (59.0-73.5)	84.7 (77.3-90.0)
Violence prevention	77.3 (72.5-81.5)	75.5 (67.7-81.9)	76.0 (69.0-81.9)	83.5 (76.3-88.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 1.3. Percentage of schools with requirements that students receive instruction on health topics, by school level—SHPPS 2014

Requirement	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Requires instruction on health topics, but not in a specific grade	29.0 (24.4-34.2)	26.6 (19.6-35.0)	26.5 (20.2-33.9)	38.7 (31.2-46.7)
Requires students to take classes or courses that include instruction on health topics	64.5 (55.5-72.7)	50.1 (36.5-63.8)	68.4 (52.6-80.8)	88.2 (76.3-94.5)
Requires instruction on health topics in a specific grade	53.3 (47.6-58.9)	51.6 (42.9-60.3)	57.0 (48.9-64.6)	52.5 (44.6-60.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 1.4. Percentage of schools in which instruction on health topics is required in each grade¹—SHPPS 2014

Grade	Total (%)
Kindergarten	30.5 (24.2-37.7)
1	34.0 (27.8-40.7)
2	35.2 (29.1-41.8)
3	35.3 (29.2-41.9)
4	38.9 (32.7-45.5)
5	40.3 (34.1-46.8)
6	26.1 (21.0-32.0)
7	24.6 (20.4-29.3)
8	24.5 (20.2-29.4)
9	17.6 (14.0-21.9)
10	10.7 (8.3-13.8)
11	5.3 (3.4-8.1)
12	5.0 (3.2-7.7)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among schools with students in that grade.

Table 1.5. Duration of required instruction on health topics in each grade¹—SHPPS 2014

Grade	Mean number of weeks	Mean number of days/week	Mean number of minutes/class period
Kindergarten	21.6 (16.6-26.5)	2.1 (1.7-2.5)	33.7 (29.8-37.6)
1	21.2 (16.5-26.0)	2.0 (1.6-2.3)	34.9 (31.2-38.6)
2	21.1 (16.5-25.7)	2.0 (1.6-2.4)	35.9 (32.1-39.8)
3	21.1 (16.7-25.5)	2.0 (1.6-2.3)	37.0 (33.9-40.1)
4	20.0 (15.9-24.1)	2.0 (1.6-2.3)	38.5 (35.4-41.6)
5	19.2 (15.3-23.1)	2.0 (1.7-2.4)	41.2 (38.2-44.1)
6	14.4 (11.2-17.5)	2.6 (2.2-3.0)	44.6 (39.6-49.5)
7	16.3 (13.5-19.1)	3.0 (2.6-3.4)	49.7 (46.4-53.0)
8	16.6 (13.7-19.5)	3.0 (2.6-3.4)	49.9 (46.7-53.0)
9	19.3 (16.6-22.0)	3.7 (3.3-4.0)	63.3 (56.6-70.1)
10	19.2 (15.5-22.8)	3.7 (3.2-4.2)	60.8 (52.4-69.1)
11	20.8 (15.0-26.7)	3.5 (2.7-4.2)	56.8 (46.0-67.6)
12	19.9 (13.3-26.5)	3.6 (2.8-4.4)	54.3 (44.3-64.3)
Required courses (not grade specific) ²	22.2 (19.3-25.1)	3.4 (3.1-3.8)	51.2 (47.8-54.5)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among schools with students in that grade.

² Values averaged across all required courses.

Table 1.6. Percentage of schools in which health education is taught by specific staff members, by school level—SHPPS 2014

Staff member	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Health education teacher(s) or specialist(s)	42.1 (36.9-47.6)	23.5 (16.8-31.9)	50.3 (42.3-58.3)	78.3 (70.7-84.4)
Physical education teacher(s) or specialist(s)	65.5 (59.7-70.8)	65.6 (56.8-73.4)	69.7 (62.1-76.3)	59.5 (50.7-67.7)
Regular classroom teacher(s) ¹ or other teacher(s) ²	54.5 (49.3-59.7)	72.1 (63.9-79.1)	41.4 (33.3-50.1)	27.7 (20.2-36.8)
School nurse(s)	33.3 (28.3-38.7)	42.8 (34.3-51.6)	27.0 (20.5-34.7)	17.8 (12.3-25.0)
School counselor(s)	28.7 (23.9-34.1)	33.8 (25.9-42.7)	26.7 (20.5-33.8)	18.5 (12.2-27.0)
Other(s)	11.7 (8.9-15.3)	11.9 (7.7-17.9)	12.6 (7.8-19.9)	10.1 (6.2-15.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among middle and high schools.

² Not asked among elementary schools.

Table 1.7. Percentage of schools with specific education and certification requirements for staff, by school level—SHPPS 2014

Requirement	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Undergraduate or graduate training in health education for newly hired staff who teach health topics	48.4 (42.8-54.0)	36.2 (28.7-44.3)	54.0 (45.5-62.4)	70.6 (61.7-78.2)
Certification, licensure, or endorsement by the state in health education for newly hired staff who teach health topics	43.9 (38.7-49.2)	29.6 (22.9-37.3)	47.4 (39.3-55.5)	73.1 (63.3-81.0)
Certified Health Education Specialist credential for newly hired staff who teach health topics ¹	11.1 (8.0-15.2)	NA	9.6 (5.7-15.8)	13.0 (8.5-19.2)
Continuing education credits on health education topics or instructional strategies for all staff who teach health topics	35.2 (30.6-40.0)	27.3 (20.9-34.8)	39.8 (31.7-48.6)	47.5 (38.9-56.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

Table 1.8. Percentage of schools in which health education staff worked on health education activities with other school and local agency or organization staff,¹ by school level—SHPPS 2014

Staff	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
School staff				
Health services	53.0 (47.3-58.5)	52.4 (43.8-60.8)	49.0 (40.4-57.5)	59.6 (51.4-67.3)
Mental health or social services	49.6 (44.5-54.7)	50.3 (42.0-58.5)	49.9 (42.2-57.7)	47.4 (39.8-55.1)
Nutrition or food service	34.1 (29.3-39.3)	37.2 (29.2-45.8)	29.3 (23.1-36.4)	33.0 (26.2-40.7)
Physical education	67.7 (62.4-72.6)	60.9 (52.9-68.4)	71.8 (64.1-78.4)	78.7 (70.8-84.9)
Local agency or organization staff				
A health organization (e.g., the American Heart Association or the American Cancer Society)	48.8 (43.3-54.3)	50.3 (41.5-59.0)	45.8 (38.2-53.6)	49.1 (41.0-57.3)
A local business	22.6 (18.7-27.1)	20.1 (14.5-27.3)	22.4 (16.0-30.4)	28.7 (21.6-37.1)
A local college or university	20.0 (16.1-24.5)	17.5 (11.7-25.3)	15.8 (10.5-23.1)	31.5 (24.3-39.6)
A local health department	30.1 (25.2-35.5)	25.7 (19.2-33.4)	32.9 (25.8-40.9)	37.1 (30.3-44.6)
A local hospital	21.0 (16.7-26.0)	20.1 (13.6-28.6)	19.3 (13.4-26.9)	25.4 (19.0-33.0)
A local juvenile justice department	9.5 (7.1-12.6)	6.1 (3.4-10.8)	13.6 (9.2-19.6)	12.4 (8.2-18.1)
A local law enforcement agency	35.2 (29.8-41.0)	34.2 (26.3-43.1)	36.6 (29.3-44.6)	35.8 (28.7-43.5)
A local mental health or social services agency	25.5 (21.2-30.3)	20.7 (14.7-28.4)	27.7 (20.8-35.9)	33.9 (26.3-42.5)
A local service club (e.g., Rotary Club)	12.4 (9.5-16.0)	12.3 (8.3-17.8)	11.7 (7.3-18.4)	13.4 (8.6-20.2)
A local youth organization (e.g., the Boys and Girls Clubs)	16.5 (13.0-20.8)	15.9 (10.9-22.6)	16.7 (12.0-22.8)	17.7 (11.7-25.9)
Action for Healthy Kids	4.8 (3.0-7.7)	4.8 (2.4-9.1)	5.3 (2.7-10.0)	4.4 (2.0-9.6)
Alliance for a Healthier Generation	8.0 (5.4-11.7)	9.5 (5.5-16.1)	7.1 (4.1-11.9)	5.4 (3.1-9.3)
Local fire or emergency services	36.5 (31.7-41.7)	45.2 (36.8-53.9)	29.1 (22.1-37.3)	25.0 (18.8-32.5)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

Table 1.9. Percentage of schools that offer health education in specific ways, by school level—SHPPS 2014

	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Offers health education courses that are taught online only	4.5 (3.1-6.6)	0.3 (0.0-2.4)	1.0 (0.2-4.0)	20.1 (14.3-27.5)
Offers health education courses that are taught partially online and partially in-person	4.9 (3.2-7.5)	4.2 (2.0-8.4)	3.3 (1.5-7.2)	9.0 (5.2-15.2)
Provides information to students about health topics using				
School assemblies	74.2 (69.4-78.5)	75.1 (67.3-81.6)	72.3 (65.7-78.0)	74.4 (66.3-81.2)
Health education centers	34.8 (30.0-40.0)	29.5 (22.4-37.9)	36.0 (28.6-44.2)	46.5 (38.3-54.8)
Health fairs	26.8 (22.7-31.3)	26.4 (20.1-33.9)	22.4 (16.5-29.6)	33.8 (27.3-40.9)
Offers elective courses that include instruction on health topics ¹	37.5 (32.1-43.2)	NA	17.5 (12.2-24.5)	64.4 (56.1-71.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

Table 1.10. Percentage of schools with specific grading practices for health education, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Students receive the following type of grade for required health education				
Letter or numerical grade	64.6 (58.5-70.2)	40.9 (32.0-50.4)	80.0 (70.2-87.2)	95.1 (89.5-97.8)
Pass/fail	9.3 (6.2-13.7)	13.3 (8.0-21.5)	5.3 (2.2-12.4)	5.5 (2.4-12.3)
Other	6.9 (4.4-10.6)	13.2 (8.3-20.4)	1.7 (0.4-6.9)	0
No grade	26.0 (20.9-31.9)	41.5 (32.3-51.4)	17.6 (11.5-26.2)	4.0 (1.7-9.3)
Grades from required health education counted the same as grades from other subject areas ¹				
	53.4 (47.9-58.8)	26.5 (19.0-35.7)	70.6 (60.8-78.9)	88.9 (81.9-93.5)
Students who fail required health education are required to repeat it				
	26.0 (21.8-30.6)	9.0 (5.1-15.5)	16.0 (10.4-23.7)	79.5 (70.9-86.1)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ When determining grade point averages, honor roll status, or other indicators of academic standing.

Table 1.11. Percentage of schools engaging in other practices related to health education, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Those who teach health education at the school are provided with				
One or more health education curricula	72.0 (67.2-76.3)	70.4 (62.7-77.1)	67.6 (60.1-74.3)	81.9 (74.7-87.5)
Lesson plans or learning activities for health education	56.6 (51.4-61.6)	60.0 (52.1-67.4)	53.7 (45.6-61.6)	52.1 (43.0-61.0)
Plans or strategies for assessing or evaluating students in health education	56.8 (51.6-61.9)	53.6 (45.6-61.4)	53.8 (46.1-61.3)	68.6 (59.6-76.4)
Notifies parents or guardians before students receive instruction on human sexuality topics ¹				
	82.6 (77.4-86.9)	90.8 (80.5-96.0)	86.7 (78.7-92.0)	69.4 (60.2-77.3)
Allows parents or guardians to exclude their children from receiving instruction on human sexuality topics ¹				
	88.0 (82.9-91.7)	89.3 (76.0-95.7)	87.1 (78.3-92.6)	87.4 (79.8-92.4)
Includes health education in IEPs or 504 plans ²				
	65.9 (60.0-71.4)	55.6 (47.0-64.0)	72.9 (62.1-81.4)	82.2 (74.4-87.9)
Has someone at school who oversees or coordinates health education				
	57.9 (53.0-62.6)	49.5 (41.5-57.5)	57.4 (50.0-64.5)	79.6 (72.4-85.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%. IEPs are Individualized Education Programs.

¹ Pregnancy prevention, HIV prevention, other STD prevention, or human sexuality.

² Among the 80.3% of schools overall, 79.0% of elementary schools, 80.8% of middle schools, and 83.0% of high schools that had students with long-term physical, medical, or cognitive disabilities enrolled. Not asked among nonpublic schools.

Table 1.12. Required health education classes or courses with specific characteristics, by school level—SHPPS 2014

Characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Class is devoted to health topics ¹	57.7 (49.8-65.3)	NA	50.7 (40.3-61.1)	69.3 (58.9-78.1)
Class is combined health education and physical education course ¹	35.7 (28.5-43.7)	NA	40.9 (31.1-51.4)	27.2 (18.9-37.5)
Class is mainly about some subject other than health education (e.g., science, social studies, or English) ¹	6.5 (3.9-10.7)	NA	8.4 (4.6-14.8)	3.4 (1.5-7.9)
Class taught online	0.2 (0.1-0.8)	0	0.4 (0.1-2.7)	1.5 (0.3-6.7)
Type of curriculum used for teaching topics related to human sexuality²				
No specific curriculum	12.0 (6.8-20.5)	17.9 (7.0-38.8)	9.4 (4.2-19.4)	7.3 (3.7-13.9)
Curriculum required by the state, district, or school	43.6 (32.4-55.6)	48.6 (25.3-72.4)	38.9 (25.5-54.2)	42.1 (30.8-54.4)
Curriculum recommended by the state, district, or school	30.3 (21.2-41.2)	20.7 (7.1-47.3)	37.6 (26.9-49.7)	35.0 (23.2-49.0)
Curriculum chosen from some other source	20.0 (12.4-30.5)	20.8 (7.5-45.7)	12.1 (5.2-25.5)	26.8 (15.3-42.5)
Curriculum developed by the teacher	30.9 (21.6-42.2)	15.1 (5.4-36.0)	40.4 (27.9-54.3)	41.4 (28.2-56.1)
At least one student excused by a parent's or guardian's request from attending the class when topics related to human sexuality were presented ^{2,3}	27.4 (17.3-40.6)	36.6 (15.9-63.8)	28.5 (17.5-43.0)	14.5 (8.1-24.8)
Number of students excused from class by a parent's or guardian's request when topics related to human sexuality were presented (mean) ²	3.8 (1.6-6.0)	2.3 (1.6-3.0)	6.6 (0.0-13.6)	3.6 (0.4-6.7)
Students participated in activities when excused from class by a parent's or guardian's request⁴				
An assignment or project related to these topics	15.5 (6.8-31.7)	0	28.5 (11.9-54.2)	38.8 (20.1-61.5)
An assignment or project related to another health education topic	40.0 (19.8-64.2)	5.1 (0.6-33.7)	79.6 (55.2-92.5)	72.1 (45.0-89.1)
Study hall	56.6 (36.9-74.4)	78.2 (44.3-94.2)	25.9 (10.1-52.1)	47.6 (22.5-74.0)
Additional time in physical education	11.9 (3.4-34.4)	0	25.8 (8.4-57.0)	22.1 (5.0-60.6)
Another activity	46.3 (21.0-73.6)	76.8 (37.0-94.9)	18.2 (5.4-46.5)	4.7 (0.6-28.2)
Teacher collected suggestions from students about the class	53.9 (46.1-61.5)	46.4 (36.1-57.0)	70.3 (62.1-77.4)	75.5 (66.4-82.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

² Among the 30.2% of classes/courses overall, 17.5% of elementary school classes, 48.8% of middle school courses, and 81.7% of high school courses in which human sexuality, pregnancy prevention, HIV prevention, or other STD prevention topics were taught.

³ Including pregnancy prevention, HIV prevention, or other STD prevention.

⁴ Among classes in which human sexuality, pregnancy prevention, HIV prevention, or other STD prevention topics were taught and at least one student was excused by a parent's or guardian's request from attending the class when these topics were presented.

Table 1.13. Percentage of schools in which teachers in at least one required class taught specific health topics, and mean number of hours of required instruction that teachers provided on each topic, by school level—SHPPS 2014

Topic	Percentage of schools				Mean number of hours of required instruction ¹		
	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)	Elementary school classes	Middle school courses	High school courses
Alcohol or other drug use prevention	69.8 (63.7-75.3)	56.9 (45.2-68.0)	75.0 (64.6-83.2)	87.0 (79.1-92.1)	3.8 (3.1-4.5)	5.9 (5.0-6.7)	7.4 (6.8-8.1)
Asthma	41.7 (35.6-48.0)	30.8 (21.7-41.7)	49.0 (39.5-58.6)	53.2 (43.5-62.6)	NA ²	NA	NA
Emotional and mental health	73.1 (66.8-78.6)	63.8 (53.1-73.3)	71.5 (61.1-80.0)	90.9 (85.3-94.5)	4.4 (3.3-5.4)	4.4 (3.6-5.2)	5.1 (4.5-5.6)
Foodborne illness prevention	46.0 (40.0-52.2)	33.7 (24.6-44.1)	48.2 (37.8-58.8)	65.3 (55.8-73.8)	NA	NA	NA
HIV prevention	41.4 (36.2-46.8)	15.6 (9.6-24.3)	51.1 (40.9-61.1)	76.6 (67.6-83.7)	1.1 (0.5-1.6)	2.1 (1.6-2.6)	3.2 (2.6-3.8)
Human sexuality	41.0 (35.5-46.7)	21.3 (14.0-30.9)	45.8 (36.0-55.9)	70.4 (60.8-78.4)	1.9 (1.1-2.7)	5.4 (4.6-6.2)	6.2 (5.3-7.1)
Infectious disease prevention	68.2 (62.4-73.6)	61.9 (51.4-71.3)	64.3 (53.5-73.8)	83.4 (75.7-89.1)	NA	NA	NA
Injury prevention and safety	77.0 (71.1-82.0)	78.8 (67.9-86.7)	70.3 (60.4-78.7)	80.6 (72.5-86.7)	3.3 (2.5-4.1)	3.1 (2.4-3.8)	3.4 (2.8-3.9)
Nutrition and dietary behavior	87.6 (82.8-91.2)	88.5 (79.1-94.0)	82.7 (73.7-89.1)	91.0 (85.2-94.6)	4.6 (4.0-5.3)	5.6 (4.6-6.6)	7.0 (6.4-7.6)
Other STD prevention	35.2 (30.6-40.1)	4.9 (2.0-11.5)	44.6 (34.4-55.2)	78.5 (69.9-85.2)	1.6 (0.7-2.5)	2.6 (2.0-3.2)	3.5 (3.0-4.0)
Physical activity and fitness	80.0 (74.7-84.5)	77.9 (68.0-85.4)	78.2 (69.9-84.8)	85.5 (78.1-90.7)	4.3 (3.4-5.3)	5.2 (4.3-6.1)	5.8 (5.2-6.5)
Pregnancy prevention	32.0 (27.5-36.9)	2.8 (0.9-8.9)	40.3 (30.2-51.3)	74.4 (65.5-81.7)	2.3 (1.8-2.9)	2.7 (2.0-3.5)	4.2 (3.4-5.1)
Suicide prevention	37.6 (32.7-42.8)	12.0 (6.8-20.4)	47.4 (36.9-58.1)	72.4 (63.2-80.0)	0.5 (0.2-0.8)	1.8 (1.3-2.4)	2.6 (2.0-3.1)
Tobacco use prevention	67.7 (61.5-73.3)	57.3 (46.2-67.6)	73.7 (64.5-81.2)	79.9 (71.2-86.4)	3.0 (2.4-3.7)	4.3 (3.6-5.1)	4.6 (3.9-5.3)
Violence prevention	83.5 (78.4-87.5)	85.1 (75.2-91.5)	76.1 (66.2-83.8)	87.9 (81.8-92.2)	4.2 (3.5-4.9)	3.5 (2.8-4.2)	3.8 (3.2-4.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the elementary school classes in which the topic was taught as part of required health instruction, and among the required courses in middle schools and high schools in which the topic was taught.

² Question not asked.

Table 1.14. Percentage of schools in which teachers in at least one required class used specific materials when planning to teach or teaching health topics, by school level—SHPPS 2014

Material	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Internet resources	89.0 (84.2-92.6)	85.0 (75.0-91.4)	89.9 (83.0-94.2)	95.2 (90.4-97.7)
Any state-, district-, or school-developed curricula	78.6 (72.4-83.7)	73.9 (62.6-82.7)	83.9 (74.9-90.1)	81.4 (71.5-88.3)
Any commercially developed curricula	54.9 (48.8-60.9)	55.6 (45.4-65.4)	51.5 (41.4-61.5)	57.0 (46.7-66.8)
A commercially developed student textbook	46.6 (40.3-53.0)	29.4 (21.2-39.3)	53.7 (43.8-63.2)	69.4 (60.1-77.4)
A commercially developed teacher's guide	47.9 (41.4-54.5)	39.6 (29.8-50.2)	52.6 (42.4-62.7)	57.7 (48.1-66.7)
Health education student performance assessment materials	56.8 (50.6-62.9)	40.5 (30.4-51.5)	72.5 (63.2-80.3)	69.5 (60.1-77.5)
Any materials from health organizations (e.g., the American Heart Association or American Cancer Society)	69.2 (63.5-74.4)	63.9 (54.5-72.2)	70.6 (61.3-78.4)	77.0 (68.3-83.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 1.15. Percentage of schools in which teachers in at least one required class provided students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to specific health topics as part of required instruction, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Alcohol or other drug use prevention	55.9 (50.3-61.5)	43.4 (33.0-54.3)	61.6 (51.0-71.2)	72.1 (63.2-79.6)
Emotional and mental health	50.1 (43.0-57.1)	40.7 (29.8-52.5)	49.7 (39.5-60.1)	66.7 (57.2-74.9)
Human sexuality	26.4 (21.9-31.5)	2.6 (0.6-10.2)	37.0 (27.2-47.9)	57.7 (48.4-66.6)
Injury prevention and safety	45.9 (39.6-52.3)	48.6 (37.8-59.6)	39.6 (30.6-49.5)	47.2 (38.1-56.5)
Nutrition and dietary behavior	49.0 (42.6-55.4)	41.1 (31.3-51.7)	50.3 (41.1-59.5)	61.3 (51.8-70.1)
Physical activity	44.6 (38.5-50.9)	34.1 (25.2-44.2)	46.3 (37.1-55.8)	61.3 (51.7-70.0)
Tobacco use prevention	51.9 (45.6-58.0)	43.4 (32.8-54.7)	57.2 (47.6-66.3)	61.1 (51.1-70.3)
Violence prevention	58.2 (51.3-64.8)	58.8 (47.5-69.1)	53.2 (42.9-63.2)	62.3 (52.6-71.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 1.16. Percentage of schools in which teachers taught specific alcohol or other drug use prevention topics as part of required instruction, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Benefits of not using alcohol	65.3 (59.4-70.8)	50.8 (39.4-62.1)	71.5 (61.1-79.9)	84.3 (76.4-90.0)
Benefits of not using illegal drugs	61.8 (55.7-67.6)	44.5 (33.6-55.9)	71.4 (61.0-80.0)	82.4 (73.8-88.6)
Consequences of using inhalants, such as paints or sprays, to get high	46.3 (40.9-51.7)	21.5 (14.4-30.8)	59.7 (49.0-69.6)	75.8 (66.6-83.1)
Consequences of using prescription drugs without a doctor's prescription	54.2 (48.1-60.2)	35.4 (26.2-45.8)	63.1 (52.3-72.8)	78.0 (69.2-84.9)
Distinguishing between medicinal and non-medicinal drug use	58.1 (52.0-63.9)	42.5 (32.6-53.2)	63.0 (52.8-72.2)	80.1 (71.3-86.7)
Drink equivalents and blood alcohol content	39.0 (34.3-44.0)	8.8 (4.6-16.2)	54.3 (44.0-64.3)	76.2 (67.5-83.2)
Effects of alcohol or other drug use on decision-making	65.3 (59.3-70.8)	48.7 (37.4-60.2)	74.4 (64.1-82.6)	84.5 (76.4-90.2)
How many young people use alcohol or other drugs	42.7 (37.1-48.6)	17.4 (10.8-26.8)	56.5 (46.0-66.3)	72.9 (62.9-81.0)
How students can influence or support others in efforts to quit using alcohol or other drugs	51.1 (45.5-56.7)	29.3 (20.7-39.6)	62.7 (52.5-71.9)	77.5 (69.4-84.0)
How students can influence, support, or advocate for others in efforts to prevent alcohol or other drug use	58.7 (52.9-64.3)	42.2 (31.6-53.6)	66.2 (55.8-75.2)	79.8 (71.8-86.0)
How to find valid information or services related to alcohol or other drug use prevention or cessation	40.4 (35.3-45.7)	11.7 (6.6-19.9)	58.3 (48.2-67.8)	72.2 (63.2-79.8)
Legal consequences of underage drinking	51.1 (45.6-56.5)	25.1 (17.3-35.0)	67.8 (57.6-76.5)	79.7 (71.3-86.1)
Long-term health consequences of alcohol use and addiction	62.6 (56.7-68.2)	43.7 (32.7-55.3)	72.4 (62.1-80.7)	85.8 (77.9-91.2)
Long-term health consequences of illegal drug use and addiction	61.9 (55.9-67.5)	42.3 (31.6-53.9)	72.3 (62.1-80.7)	85.3 (76.8-91.0)
Making a personal commitment not to use alcohol or other drugs	57.7 (51.3-63.8)	45.4 (33.9-57.4)	65.5 (55.1-74.5)	71.2 (61.8-79.0)
Resisting peer pressure to use alcohol or other drugs	66.6 (60.2-72.3)	52.7 (41.1-64.0)	72.8 (62.5-81.1)	84.5 (76.6-90.0)
Short-term health consequences of alcohol use and addiction	63.8 (57.8-69.4)	45.1 (34.1-56.6)	74.2 (63.9-82.4)	85.9 (78.1-91.2)
Short-term health consequences of illegal drug use and addiction	61.7 (55.7-67.3)	41.9 (31.8-52.7)	72.3 (62.1-80.7)	85.4 (76.9-91.1)
Social or cultural influences on alcohol or other drug use	55.7 (50.1-61.2)	33.7 (25.0-43.7)	67.3 (56.8-76.4)	82.3 (74.4-88.1)
The influence of families on alcohol or other drug use	57.7 (51.8-63.4)	36.5 (27.0-47.2)	68.2 (58.0-77.0)	83.6 (75.6-89.3)
The influence of peers on alcohol or other drug use	63.2 (57.2-68.8)	45.6 (34.6-57.0)	73.4 (63.0-81.8)	83.6 (75.6-89.3)
The influence of the media on alcohol or other drug use	56.6 (50.9-62.1)	35.1 (25.7-45.8)	68.0 (57.7-76.8)	82.4 (74.4-88.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 1.17. Percentage of schools in which teachers taught specific emotional and mental health topics as part of required instruction, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Appropriate ways to express and deal with emotions and feelings	69.5 (62.7-75.5)	59.2 (48.0-69.6)	68.8 (57.7-78.0)	87.7 (81.6-92.0)
Being sensitive to the feelings of others	69.6 (63.1-75.3)	62.2 (51.3-71.9)	65.4 (54.9-74.6)	86.4 (80.3-90.9)
Causes, signs, and effects of depression	44.6 (39.1-50.2)	16.7 (10.5-25.5)	54.4 (43.7-64.7)	82.5 (74.8-88.3)
Causes, signs, and effects of stress	57.0 (50.7-63.1)	36.4 (27.2-46.6)	62.5 (52.0-71.9)	87.0 (80.4-91.6)
Establishing and maintaining healthy relationships	66.6 (59.8-72.9)	54.4 (43.6-64.7)	67.3 (56.3-76.6)	87.0 (79.8-91.9)
Feelings and emotions associated with loss and grief	52.9 (46.2-59.5)	42.6 (32.0-54.0)	47.9 (37.2-58.7)	75.5 (66.7-82.5)
Healthy ways to express affection, love, friendship, and concern	64.7 (58.2-70.7)	56.4 (45.3-67.0)	58.4 (47.9-68.3)	84.9 (78.5-89.7)
How emotions change during adolescence ¹	72.4 (65.2-78.6)	NA	63.9 (53.3-73.4)	81.0 (73.6-86.7)
How mental illness is diagnosed and treated	30.4 (25.8-35.3)	5.0 (2.0-11.9)	35.3 (26.2-45.5)	68.5 (59.4-76.4)
How students can influence, support, or advocate for others to promote emotional and mental health	55.6 (49.4-61.6)	37.0 (27.7-47.4)	60.0 (49.2-70.0)	83.0 (76.1-88.2)
How to find valid information or services related to emotional and mental health	40.3 (34.6-46.2)	16.0 (9.4-25.8)	46.3 (36.0-56.9)	75.8 (67.4-82.7)
Interrelationship of physical, mental, emotional, social, and spiritual health	54.5 (47.5-61.3)	33.3 (23.6-44.6)	58.3 (47.7-68.2)	87.1 (80.8-91.5)
Positive and negative ways of dealing with stress	59.4 (53.0-65.6)	41.1 (31.5-51.4)	64.2 (53.7-73.6)	86.1 (79.2-90.9)
Social or cultural influences on emotional and mental health	48.1 (41.8-54.5)	26.0 (17.8-36.2)	54.7 (44.5-64.5)	79.6 (72.6-85.1)
Strategies for controlling anger	62.7 (55.9-69.1)	53.5 (42.8-63.8)	59.6 (48.9-69.5)	81.7 (74.6-87.2)
Strategies for controlling impulsive behaviors	55.5 (49.1-61.7)	48.0 (37.9-58.4)	52.4 (42.1-62.4)	71.5 (62.9-78.8)
Strategies for coping with loss and grief	50.8 (44.3-57.2)	39.2 (29.3-50.2)	46.9 (36.2-57.9)	74.3 (65.4-81.5)
The importance of talking with trusted adults about emotions and feelings	70.8 (64.1-76.7)	60.9 (49.6-71.1)	68.8 (57.7-78.0)	89.9 (84.2-93.7)
The influence of families on emotional and mental health	51.3 (44.7-57.8)	31.6 (22.4-42.4)	56.0 (46.1-65.5)	80.4 (73.0-86.2)
The influence of peers on emotional and mental health	62.0 (55.6-68.0)	46.6 (36.2-57.4)	63.9 (53.4-73.1)	86.7 (80.0-91.3)
The influence of the media on emotional and mental health	46.7 (40.5-53.0)	23.2 (15.4-33.4)	56.0 (46.0-65.6)	77.7 (69.9-84.0)
The relationship between alcohol or other drug use and emotional and mental health	48.2 (42.2-54.4)	21.2 (13.9-30.9)	58.8 (48.1-68.8)	84.1 (77.3-89.1)
The relationship between feelings and behaviors	64.9 (58.6-70.8)	53.7 (43.2-63.9)	64.3 (53.5-73.8)	84.8 (77.7-89.9)
When to seek help for mental health problems	45.4 (39.2-51.8)	19.6 (12.2-30.0)	52.9 (42.1-63.4)	82.3 (74.5-88.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

Table 1.18. Percentage of schools in which teachers taught specific HIV prevention, pregnancy prevention, and STD prevention topics as part of required instruction, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
HIV prevention				
Compassion for persons living with HIV or AIDS	26.9 (22.8-31.4)	5.2 (2.2-11.6)	30.9 (22.7-40.4)	60.7 (51.2-69.3)
How HIV affects the human body	36.8 (31.9-41.9)	9.4 (4.9-17.3)	47.9 (38.1-57.9)	73.1 (64.0-80.5)
How HIV is diagnosed and treated	30.4 (25.9-35.4)	3.6 (1.3-9.9)	38.2 (29.0-48.3)	69.2 (60.2-76.9)
How HIV is transmitted	38.1 (33.0-43.4)	11.0 (6.1-18.9)	48.2 (38.3-58.3)	74.9 (65.9-82.3)
How to find valid information or services related to HIV or HIV counseling and testing	28.1 (23.7-32.9)	3.6 (1.3-9.6)	33.8 (25.2-43.6)	64.9 (55.9-72.9)
How to prevent HIV infection	37.5 (32.4-42.9)	10.1 (5.5-17.8)	47.8 (37.8-58.0)	74.9 (65.9-82.3)
Long-term health consequences of HIV and AIDS	37.9 (32.8-43.3)	10.1 (5.5-18.0)	49.1 (39.0-59.3)	74.9 (65.9-82.3)
Signs and symptoms of HIV and AIDS	34.1 (29.5-39.0)	6.7 (3.0-13.9)	43.6 (33.9-53.8)	72.2 (63.1-79.7)
Pregnancy prevention				
Contraception efficacy (i.e., how well contraception works and does not work) ¹	43.5 (36.2-51.1)	NA	25.5 (17.3-36.0)	61.4 (51.6-70.4)
How to find valid information or services related to pregnancy or pregnancy testing	25.7 (21.3-30.5)	2.1 (0.5-8.6)	28.2 (19.6-38.8)	63.9 (54.4-72.4)
How to obtain contraception ¹	35.1 (28.6-42.2)	NA	17.6 (11.4-26.2)	52.7 (42.9-62.3)
How to prevent pregnancy	30.9 (26.4-35.8)	2.8 (0.9-8.9)	38.4 (28.4-49.5)	72.2 (63.2-79.7)
Methods of contraception ¹	41.7 (34.6-49.2)	NA	22.6 (14.9-32.7)	60.8 (50.8-69.9)
Risks associated with teen pregnancy	29.4 (24.8-34.5)	2.1 (0.5-8.6)	36.8 (27.1-47.7)	69.4 (59.8-77.6)
The educational and social impact of teen pregnancy	29.3 (24.8-34.3)	2.8 (0.9-8.9)	36.7 (27.1-47.4)	68.0 (58.6-76.1)
The importance of using contraception consistently and correctly ¹	41.1 (33.8-48.7)	NA	23.2 (15.5-33.1)	58.9 (48.7-68.4)
STD prevention				
How STDs are diagnosed and treated	29.7 (25.1-34.8)	2.8 (0.9-8.9)	34.1 (24.6-45.0)	72.4 (63.4-79.9)
How STDs, other than HIV, are transmitted	32.0 (27.3-37.0)	2.8 (0.9-8.9)	39.7 (29.7-50.5)	75.4 (66.5-82.5)
How to find valid information or services related to STDs or STD screening	28.2 (23.8-33.1)	2.1 (0.5-8.6)	31.8 (23.0-42.2)	70.3 (61.3-78.0)
How to prevent STDs	33.1 (28.4-38.2)	3.6 (1.3-9.6)	41.5 (31.4-52.4)	76.1 (67.3-83.1)
Long-term health consequences of STDs	31.0 (26.4-36.0)	2.8 (0.9-8.9)	37.7 (27.8-48.8)	73.8 (64.8-81.1)
Signs and symptoms of STDs	31.7 (27.0-36.7)	3.6 (1.3-9.6)	37.8 (28.2-48.5)	74.7 (65.7-82.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

Table 1.19. Percentage of schools in which teachers taught specific human sexuality topics as part of required instruction, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Abstinence as the most effective method to avoid pregnancy, HIV, and other STDs	37.0 (32.0-42.4)	7.2 (3.5-14.5)	49.6 (39.0-60.2)	76.3 (67.6-83.3)
Condom efficacy (i.e., how well condoms work and do not work) ¹	46.2 (39.3-53.2)	NA	26.7 (18.7-36.5)	65.7 (56.3-74.0)
Dating and healthy relationships	35.3 (30.5-40.4)	5.4 (2.2-12.6)	48.8 (38.4-59.4)	73.8 (64.8-81.2)
How students can influence, support, or advocate for others to make healthy decisions related to sexual behaviors	32.3 (27.4-37.6)	3.9 (1.4-10.4)	44.8 (35.0-55.1)	69.4 (60.6-77.0)
How to correctly use a condom ¹	22.8 (17.4-29.3)	NA	10.4 (5.8-18.1)	35.3 (26.5-45.3)
How to obtain condoms ¹	33.6 (26.8-41.2)	NA	17.0 (10.4-26.5)	50.3 (40.2-60.5)
Human development issues (e.g., reproductive anatomy and puberty)	39.5 (34.0-45.2)	20.6 (13.4-30.4)	45.3 (35.5-55.4)	66.4 (57.7-74.2)
Marriage and commitment	27.9 (23.4-32.9)	6.1 (2.6-13.6)	29.7 (21.8-39.1)	64.0 (55.3-71.8)
Resisting peer pressure to engage in sexual behavior	35.5 (30.5-40.8)	6.4 (3.0-13.2)	46.8 (36.6-57.4)	74.8 (66.1-82.0)
Risks associated with having multiple sexual partners ¹	55.8 (48.8-62.6)	NA	38.5 (29.1-48.8)	73.2 (63.9-80.8)
Sexual identity and sexual orientation ¹	36.5 (29.8-43.8)	NA	21.5 (14.3-30.9)	51.5 (41.8-61.1)
Social or cultural influences on sexual behavior	30.0 (25.5-35.0)	1.5 (0.4-6.1)	41.4 (32.1-51.3)	68.3 (59.1-76.3)
The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy ¹	40.4 (33.1-48.1)	NA	25.9 (17.6-36.5)	54.9 (44.8-64.5)
The importance of using condoms consistently and correctly ¹	39.4 (32.6-46.5)	NA	19.0 (12.6-27.7)	59.9 (49.8-69.2)
The influence of families on sexual behavior	27.0 (22.6-31.8)	1.5 (0.4-6.1)	36.6 (27.6-46.5)	61.7 (52.5-70.1)
The influence of peers on sexual behavior	34.9 (30.1-40.1)	6.6 (3.1-13.5)	45.0 (35.0-55.3)	74.3 (65.0-81.8)
The influence of the media on sexual behavior	32.4 (27.7-37.4)	5.6 (2.5-12.1)	42.6 (32.7-53.1)	68.8 (59.6-76.7)
The relationship among HIV, other STDs, and pregnancy	33.2 (28.4-38.3)	3.6 (1.3-9.7)	44.3 (34.1-55.0)	73.5 (64.2-81.1)
The relationship between alcohol or other drug use and risk for HIV, other STDs, and pregnancy	34.1 (29.2-39.2)	3.8 (1.4-10.3)	44.7 (35.1-54.8)	76.1 (67.3-83.1)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

Table 1.20. Percentage of schools in which teachers taught specific injury prevention and safety topics as part of required instruction, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Cardiopulmonary resuscitation (CPR)	26.4 (21.7-31.7)	9.8 (5.2-17.7)	29.6 (21.0-39.8)	52.4 (43.5-61.1)
Emergency preparedness	60.1 (53.6-66.2)	65.3 (54.6-74.6)	54.9 (45.2-64.2)	56.1 (46.6-65.1)
Fire safety	51.7 (45.3-58.0)	67.6 (56.5-77.0)	40.0 (30.6-50.3)	35.5 (27.0-45.0)
First aid	48.4 (42.1-54.7)	40.1 (30.7-50.2)	48.5 (38.9-58.1)	62.7 (53.7-70.9)
How students can influence, support, or advocate for others to prevent injuries	49.0 (42.9-55.0)	45.3 (35.9-55.0)	46.1 (36.2-56.4)	58.2 (48.6-67.2)
How to find valid information or services to prevent injuries	35.0 (29.2-41.3)	25.3 (16.7-36.5)	36.1 (27.4-45.9)	51.1 (41.3-60.7)
Motor vehicle occupant safety (e.g., seatbelt use)	48.5 (42.4-54.7)	42.8 (32.8-53.4)	46.3 (36.1-56.9)	60.6 (51.0-69.5)
Pedestrian safety	41.5 (35.4-47.9)	48.8 (38.2-59.4)	33.7 (25.0-43.6)	36.7 (27.9-46.5)
Playground safety ¹	74.2 (63.6-82.5)	74.2 (63.6-82.5)	NA	NA
Poisoning prevention	34.6 (28.8-40.8)	34.1 (24.8-44.9)	29.3 (21.3-38.9)	40.6 (31.5-50.4)
Resisting peer pressure that would increase risk of injuries	56.7 (50.6-62.6)	53.7 (43.3-63.7)	54.2 (43.8-64.2)	64.5 (55.3-72.7)
Social or cultural influences on behaviors related to safety	40.7 (34.2-47.6)	30.9 (21.4-42.4)	41.6 (32.3-51.5)	57.1 (47.0-66.6)
State laws related to teen driving ²	39.6 (33.1-46.4)	NA	25.4 (17.8-34.7)	53.6 (44.1-62.8)
The influence of families on behaviors related to safety	45.4 (39.4-51.6)	41.9 (32.1-52.3)	43.6 (34.7-52.9)	53.5 (44.4-62.3)
The influence of peers on behaviors related to safety	57.5 (51.1-63.6)	58.6 (47.4-68.9)	50.5 (40.5-60.4)	62.6 (53.0-71.3)
The influence of technology on behaviors related to safety	45.5 (39.0-52.2)	40.4 (29.9-51.9)	44.7 (34.9-55.0)	55.2 (45.3-64.7)
The influence of the media on behaviors related to safety	34.1 (28.3-40.4)	23.2 (15.5-33.2)	35.5 (27.0-45.1)	51.6 (42.0-61.1)
The relationship between alcohol or other drug use and injuries	45.3 (39.3-51.5)	28.4 (20.6-37.8)	49.1 (39.4-58.8)	71.3 (62.6-78.7)
Use of protective equipment for biking, skating, or other sports	57.4 (51.4-63.2)	61.3 (51.1-70.6)	54.7 (45.2-63.9)	53.1 (43.1-62.8)
Water safety	34.5 (29.0-40.4)	36.9 (27.6-47.2)	33.7 (24.9-43.7)	31.1 (23.5-39.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among middle and high schools.

² Not asked among elementary schools.

Table 1.21. Percentage of schools in which teachers taught specific nutrition and dietary behavior topics as part of required instruction, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Accepting body size differences	63.0 (56.6-69.1)	51.9 (41.4-62.1)	68.0 (57.1-77.2)	77.6 (69.7-83.9)
Balancing food intake and physical activity	80.5 (74.7-85.3)	76.7 (65.5-85.0)	78.1 (68.9-85.2)	89.6 (83.7-93.5)
Choosing foods and beverages with little added sugars	76.6 (70.7-81.7)	69.2 (58.9-77.8)	75.2 (66.0-82.5)	91.0 (85.2-94.6)
Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat	66.9 (60.8-72.4)	50.5 (40.3-60.8)	72.8 (62.4-81.2)	89.4 (83.5-93.4)
Eating a variety of foods	84.6 (79.4-88.7)	85.6 (76.0-91.8)	78.9 (68.2-86.7)	88.5 (81.9-92.9)
Eating disorders ¹	70.4 (62.8-77.0)	NA	62.1 (51.2-71.9)	78.6 (70.1-85.2)
Eating more calcium-rich foods	57.8 (51.4-63.9)	44.3 (34.3-54.8)	62.1 (51.1-71.9)	76.8 (68.0-83.8)
Eating more fruits, vegetables, and whole grain products	83.5 (77.8-87.9)	84.0 (73.3-91.0)	77.6 (68.1-84.9)	88.3 (81.1-93.0)
Food guidance using MyPlate or MyPyramid	75.8 (70.2-80.7)	75.0 (65.2-82.8)	69.5 (58.9-78.4)	83.3 (75.2-89.2)
Food safety	56.8 (50.7-62.8)	49.1 (39.6-58.6)	54.6 (44.1-64.7)	72.5 (63.9-79.7)
How students can influence, support, or advocate for others' healthy dietary behavior	49.9 (43.3-56.6)	32.9 (23.8-43.5)	56.9 (46.4-66.8)	72.7 (64.3-79.8)
How to find valid information or services related to nutrition and dietary behavior	49.7 (43.3-56.1)	28.8 (20.3-39.2)	58.2 (47.6-68.1)	77.6 (68.7-84.5)
Making healthy choices when eating at restaurants	55.7 (49.5-61.8)	43.6 (34.4-53.3)	59.2 (48.7-68.8)	73.4 (64.1-81.0)
Opportunities to taste new, healthful foods	32.1 (26.1-38.7)	37.5 (28.3-47.7)	23.7 (15.9-33.6)	30.9 (21.7-41.9)
Preparing healthy meals and snacks	75.3 (68.9-80.7)	72.1 (61.6-80.5)	71.9 (61.5-80.4)	84.3 (76.2-90.0)
Reading and using food labels	69.7 (63.6-75.2)	61.3 (51.2-70.5)	69.9 (59.3-78.7)	84.0 (75.8-89.8)
Resisting peer pressure related to unhealthy dietary behavior	49.0 (42.8-55.2)	34.1 (24.9-44.6)	59.0 (49.2-68.1)	65.1 (55.9-73.3)
Risks of unhealthy weight control practices	63.4 (57.8-68.8)	43.6 (34.3-53.4)	75.4 (65.7-83.0)	86.3 (79.3-91.2)
Social or cultural influences on dietary behavior	56.8 (51.0-62.5)	35.0 (26.2-45.0)	66.8 (56.4-75.8)	84.8 (78.0-89.8)
The Dietary Guidelines for Americans ¹	64.3 (57.2-70.9)	NA	54.0 (43.6-64.0)	74.5 (65.5-81.8)
The importance of eating breakfast	79.4 (74.3-83.7)	79.6 (70.0-86.7)	73.2 (63.3-81.2)	85.2 (78.2-90.2)
The importance of water consumption	81.1 (76.0-85.3)	78.8 (68.8-86.2)	78.0 (68.5-85.2)	88.0 (81.6-92.4)
The influence of families on dietary behavior	56.7 (50.3-62.9)	34.4 (25.2-45.0)	69.2 (59.1-77.7)	83.1 (75.2-88.8)
The influence of peers on dietary behavior	56.1 (50.2-61.8)	38.0 (28.3-48.8)	65.8 (55.2-74.9)	78.1 (70.1-84.4)
The influence of the media on dietary behavior	63.0 (56.5-69.1)	45.5 (35.0-56.3)	72.1 (61.7-80.5)	84.7 (77.9-89.6)
The relationship between healthy eating and personal health and disease prevention	83.8 (78.6-88.0)	82.8 (73.1-89.5)	78.4 (68.9-85.6)	91.0 (85.2-94.6)
Using salt and sodium in moderation ¹	75.9 (69.5-81.4)	NA	69.1 (59.3-77.4)	82.6 (74.8-88.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

Table 1.22. Percentage of schools in which teachers taught personal health and wellness topics as part of required instruction, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Benefits of rest and sleep	88.2 (83.6-91.6)	89.4 (79.7-94.8)	82.5 (73.1-89.1)	91.8 (85.9-95.3)
Consumer health (e.g., choosing sources of health-related information, products, and services wisely)	49.7 (43.2-56.3)	31.6 (22.6-42.3)	52.6 (42.7-62.3)	78.3 (69.7-84.9)
Dental and oral health	63.4 (57.4-69.0)	70.7 (60.3-79.3)	56.7 (46.8-66.2)	57.2 (47.4-66.4)
Environmental health (e.g., how air and water quality can affect health)	55.8 (49.6-61.9)	51.5 (41.3-61.7)	55.5 (45.5-65.0)	63.7 (53.8-72.6)
Growth and development	69.9 (64.6-74.7)	61.6 (51.9-70.4)	77.4 (67.7-84.9)	76.8 (68.7-83.3)
Hand washing or hand hygiene	82.2 (77.2-86.3)	85.4 (75.8-91.6)	82.7 (72.7-89.6)	76.2 (67.5-83.2)
How common infectious illnesses like the flu are transmitted	78.5 (72.9-83.3)	78.5 (68.6-86.0)	72.5 (62.3-80.8)	84.5 (76.8-90.0)
How positive health behaviors can benefit people throughout the life span	81.4 (76.4-85.5)	72.2 (62.1-80.4)	84.2 (76.2-89.9)	94.5 (89.7-97.2)
How students can influence, support, or advocate for others to promote personal health and wellness	63.2 (57.3-68.7)	53.5 (43.5-63.2)	64.0 (54.0-72.9)	79.3 (71.3-85.5)
How to cover your mouth or nose when coughing or sneezing	81.5 (76.9-85.4)	89.6 (81.9-94.3)	70.6 (61.0-78.7)	78.2 (69.1-85.2)
How to find valid information or services to promote personal health and wellness	45.7 (39.9-51.6)	23.2 (15.5-33.2)	53.4 (43.2-63.3)	77.0 (68.3-83.9)
Immunizations	41.1 (35.1-47.4)	29.6 (20.9-40.2)	45.1 (35.0-55.5)	57.2 (46.7-67.1)
Potential health and social consequences of popular fads and trends	47.9 (42.2-53.6)	26.4 (18.6-36.0)	61.0 (51.7-69.7)	72.2 (63.0-79.8)
Social or cultural influences on behaviors related to personal health and wellness	58.4 (52.5-64.1)	35.2 (26.4-45.1)	70.6 (61.2-78.6)	86.6 (80.4-91.0)
Sun safety or skin cancer prevention	66.0 (60.0-71.6)	63.4 (53.3-72.5)	59.4 (49.8-68.3)	77.1 (68.0-84.1)
The difference between infectious and chronic diseases	51.1 (44.9-57.3)	30.1 (21.5-40.3)	59.0 (48.9-68.4)	79.8 (71.0-86.4)
The importance of health screenings and checkups	61.0 (54.6-67.0)	51.4 (40.5-62.1)	62.4 (52.7-71.3)	76.2 (67.7-83.1)
The importance of staying at home when sick	71.3 (65.2-76.8)	75.3 (64.6-83.6)	61.4 (51.2-70.8)	74.2 (64.6-82.0)
The influence of families on behaviors related to personal health and wellness	63.9 (57.7-69.6)	47.4 (37.2-57.7)	72.9 (63.6-80.6)	83.1 (76.5-88.2)
The influence of peers on behaviors related to personal health and wellness	70.1 (64.6-75.2)	55.9 (45.8-65.6)	77.8 (69.3-84.4)	87.1 (80.7-91.6)
The influence of the media on behaviors related to personal health and wellness	59.4 (53.6-65.0)	38.2 (29.1-48.1)	70.8 (61.7-78.6)	85.0 (78.6-89.7)
Ways to prevent vision and hearing loss	35.0 (29.6-40.9)	25.6 (17.4-36.1)	35.1 (26.7-44.6)	51.2 (41.7-60.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 1.23. Percentage of schools in which teachers taught specific physical activity and fitness topics as part of required instruction, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Dangers of using performance-enhancing drugs (e.g., steroids) ¹	64.6 (57.8–70.8)	NA	53.6 (43.4–63.5)	75.6 (66.9–82.6)
Decreasing sedentary activities (e.g., TV watching)	72.7 (67.0–77.7)	69.4 (58.7–78.3)	74.7 (65.7–82.0)	76.3 (68.1–83.0)
Developing an individualized physical activity plan ¹	60.7 (53.4–67.5)	NA	52.6 (42.7–62.4)	68.8 (59.2–77.0)
Health-related fitness (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition)	68.0 (61.5–73.8)	59.4 (48.1–69.7)	68.7 (58.9–77.0)	82.1 (74.3–88.0)
How an inactive lifestyle contributes to chronic disease	61.8 (56.0–67.2)	43.0 (33.6–53.0)	72.7 (63.6–80.2)	83.7 (76.2–89.2)
How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity) ¹	69.8 (62.3–76.4)	NA	57.9 (47.5–67.6)	81.8 (73.8–87.7)
How physical activity can contribute to a healthy weight	71.5 (65.6–76.7)	61.5 (50.9–71.0)	74.9 (65.9–82.2)	85.5 (78.1–90.7)
How students can influence, support, or advocate for others to engage in physical activity	53.9 (47.2–60.4)	42.2 (32.5–52.7)	56.6 (47.0–65.8)	71.4 (62.7–78.7)
How to find valid information or services related to physical activity and fitness	42.4 (36.2–48.9)	26.3 (18.6–35.8)	41.8 (32.6–51.7)	70.9 (61.6–78.7)
Monitoring progress toward reaching goals in an individualized physical activity plan ¹	60.4 (53.0–67.4)	NA	48.8 (38.8–58.9)	72.1 (63.2–79.6)
Opportunities for physical activity in the community	61.9 (55.4–67.9)	56.9 (45.8–67.4)	56.5 (46.3–66.2)	75.9 (67.4–82.7)
Overcoming barriers to physical activity	53.7 (46.9–60.4)	40.8 (31.0–51.4)	54.4 (44.2–64.2)	75.4 (67.0–82.2)
Phases of an exercise session (i.e., warmup, workout, and cool down)	58.9 (52.2–65.3)	48.4 (37.9–59.1)	62.3 (52.8–71.0)	73.8 (64.7–81.2)
Preventing injury during physical activity	61.4 (55.0–67.5)	51.4 (41.4–61.4)	62.5 (51.8–72.1)	77.8 (69.2–84.5)
Resisting peer pressure that discourages physical activity	42.9 (36.9–49.1)	27.3 (18.8–37.7)	53.3 (43.9–62.5)	59.8 (50.6–68.4)
Social or cultural influences on physical activity	50.9 (44.6–57.1)	35.7 (26.8–45.8)	55.1 (46.2–63.7)	72.9 (64.2–80.2)
The difference between physical activity, exercise, and fitness	55.0 (48.8–61.1)	42.2 (32.7–52.3)	58.0 (47.8–67.6)	74.3 (65.6–81.4)
The influence of families on physical activity	48.6 (42.5–54.8)	32.2 (23.4–42.4)	52.1 (42.3–61.6)	73.7 (65.1–80.7)
The influence of peers on physical activity	60.8 (54.7–66.6)	48.1 (38.1–58.2)	67.9 (59.0–75.6)	75.8 (67.3–82.7)
The influence of the media on physical activity	46.9 (40.5–53.5)	28.4 (20.0–38.6)	56.1 (47.1–64.8)	70.0 (60.6–77.9)
The physical, psychological, or social benefits of physical activity	76.0 (70.2–81.0)	71.2 (60.6–79.9)	76.3 (67.1–83.5)	84.0 (76.5–89.5)
Weather-related safety	57.2 (51.5–62.8)	51.4 (41.1–61.6)	56.3 (46.2–65.9)	68.5 (58.7–76.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

Table 1.24. Percentage of schools in which teachers taught specific suicide prevention topics as part of required instruction, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
How students can influence, support, or advocate for others to prevent suicidal behaviors	40.1 (34.4-46.1)	14.5 (8.6-23.6)	52.2 (41.0-63.1)	70.4 (60.5-78.6)
How to find valid information or services to prevent suicidal behaviors	36.0 (30.5-41.9)	11.8 (6.4-20.7)	42.1 (32.0-53.0)	69.8 (60.3-77.8)
Recognizing signs and symptoms of people who are in danger of hurting themselves	39.5 (34.1-45.2)	10.7 (5.8-18.8)	53.2 (42.1-63.9)	73.4 (64.3-80.9)
Resisting peer pressure that would increase risk of suicidal behaviors	35.3 (29.7-41.3)	13.1 (7.6-21.7)	45.2 (34.6-56.1)	62.1 (52.3-71.0)
Social or cultural influences on suicidal behaviors	32.1 (27.2-37.5)	8.2 (4.1-15.9)	40.1 (30.7-50.3)	63.6 (53.7-72.6)
The influence of families on suicidal behaviors	29.8 (25.1-35.0)	6.5 (3.0-13.4)	38.5 (28.7-49.4)	60.1 (50.3-69.1)
The influence of peers on suicidal behaviors	40.3 (35.0-45.9)	15.4 (9.4-24.1)	48.9 (38.3-59.6)	73.0 (64.0-80.5)
The influence of the media on suicidal behaviors	30.5 (25.6-35.9)	7.3 (3.6-14.3)	36.7 (27.7-46.7)	62.6 (52.8-71.6)
The relationship between alcohol or other drug use and suicidal behaviors	37.3 (32.1-42.7)	10.9 (6.1-19.0)	47.1 (36.5-57.9)	70.9 (62.4-78.2)
The relationship between suicide and emotional and mental health	38.4 (32.9-44.2)	9.7 (5.1-17.6)	50.8 (40.1-61.5)	73.6 (64.6-81.0)
The relationship between suicide and other types of violence	31.9 (27.2-37.1)	6.8 (3.3-13.2)	40.8 (30.6-52.0)	64.7 (55.1-73.2)
What to do if someone is thinking about hurting himself or herself	45.8 (40.0-51.8)	21.5 (13.9-31.6)	57.1 (46.2-67.2)	75.3 (66.3-82.5)
When to seek help for suicidal thoughts	41.1 (35.5-46.9)	14.5 (8.6-23.6)	52.7 (41.5-63.6)	73.4 (64.0-81.1)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 1.25. Percentage of schools in which teachers taught specific tobacco use prevention topics as part of required instruction, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Addictive effects of nicotine in tobacco products	58.9 (52.9-64.6)	41.0 (30.9-52.0)	70.8 (60.6-79.3)	77.8 (69.0-84.7)
Benefits of not smoking cigarettes	62.3 (55.9-68.3)	48.6 (37.5-59.8)	71.0 (61.7-78.8)	77.4 (68.5-84.3)
Benefits of not smoking cigars	34.5 (29.3-40.1)	15.3 (9.5-23.8)	47.5 (37.7-57.5)	54.8 (45.1-64.2)
Benefits of not using smokeless tobacco	49.4 (43.8-55.0)	28.4 (20.4-38.1)	65.6 (56.1-74.0)	69.7 (60.5-77.6)
Health effects of environmental tobacco smoke or second-hand smoke	60.2 (53.8-66.3)	46.0 (35.5-56.8)	70.4 (61.0-78.4)	74.7 (65.5-82.2)
How many young people use tobacco	40.0 (34.6-45.6)	19.3 (11.8-30.0)	51.3 (41.2-61.3)	64.6 (54.5-73.5)
How students can influence or support others in efforts to quit using tobacco	52.3 (46.4-58.0)	34.2 (25.2-44.5)	62.4 (52.9-71.0)	73.5 (64.3-81.0)
How students can influence, support, or advocate for others to prevent tobacco use	52.6 (46.4-58.7)	37.9 (27.5-49.5)	61.5 (51.4-70.7)	69.1 (59.8-77.1)
How to avoid environmental tobacco smoke or second-hand smoke	55.3 (49.1-61.3)	44.1 (33.5-55.2)	61.4 (50.9-71.0)	68.6 (59.1-76.8)
How to find valid information or services related to tobacco use prevention or cessation	36.1 (31.2-41.3)	13.7 (8.2-22.2)	48.2 (37.9-58.6)	62.9 (53.3-71.6)
Importance of quitting tobacco use	56.3 (50.8-61.7)	37.1 (28.0-47.3)	69.9 (60.7-77.7)	76.2 (67.1-83.4)
Long-term health consequences of cigar smoking	36.3 (31.0-42.1)	17.6 (11.0-27.0)	50.8 (40.8-60.7)	54.6 (44.7-64.1)
Long-term health consequences of cigarette smoking	62.5 (56.2-68.4)	47.8 (36.8-59.1)	72.0 (62.8-79.7)	78.5 (69.8-85.2)
Long-term health consequences of using smokeless tobacco	50.7 (45.0-56.4)	31.0 (22.6-40.8)	63.9 (54.4-72.5)	72.0 (62.9-79.5)
Making a personal commitment not to use tobacco	54.9 (48.7-60.9)	43.3 (32.9-54.3)	61.2 (50.8-70.7)	68.7 (59.0-77.0)
Resisting peer pressure to use tobacco	61.2 (55.0-67.0)	48.2 (37.8-58.7)	71.0 (61.7-78.8)	73.9 (65.0-81.2)
Risks of using other tobacco and tobacco-like products (e.g., pipes, kreteks, or bidis)	33.6 (28.5-39.2)	12.8 (7.2-21.9)	49.1 (39.0-59.3)	54.2 (44.1-64.0)
Short-term health consequences of cigar smoking	36.1 (30.5-42.1)	18.5 (11.7-28.0)	50.0 (40.1-59.9)	52.9 (43.1-62.5)
Short-term health consequences of cigarette smoking	61.7 (55.4-67.6)	47.5 (36.5-58.8)	71.4 (62.1-79.2)	76.6 (67.8-83.5)
Short-term health consequences of using smokeless tobacco	50.3 (44.7-55.9)	29.7 (21.5-39.5)	64.6 (55.1-73.1)	71.6 (62.6-79.2)
Social or cultural influences on tobacco use	54.5 (48.7-60.1)	36.9 (27.2-47.7)	64.8 (55.4-73.1)	74.8 (65.9-81.9)
Supporting school and community action to support a tobacco-free environment	44.1 (38.1-50.3)	33.6 (24.6-44.1)	47.9 (37.5-58.6)	58.4 (48.6-67.6)
The influence of families on tobacco use	55.6 (49.7-61.3)	39.3 (30.0-49.5)	65.6 (56.2-73.9)	73.9 (65.2-81.1)
The influence of peers on tobacco use	62.2 (56.0-68.0)	49.5 (38.7-60.3)	71.0 (61.7-78.8)	75.3 (66.7-82.3)
The influence of the media on tobacco use	55.6 (49.8-61.2)	38.9 (29.6-49.1)	65.0 (55.1-73.8)	75.0 (66.1-82.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 1.26. Percentage of schools in which teachers taught specific violence prevention topics as part of required instruction, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Anger management	69.0 (63.0-74.4)	69.8 (59.9-78.1)	61.9 (51.6-71.3)	74.7 (66.4-81.5)
Bullying	80.0 (75.0-84.3)	82.2 (72.4-89.0)	73.0 (63.1-81.0)	83.4 (76.3-88.7)
Dating violence ¹	61.0 (53.7-67.9)	NA	45.0 (35.6-54.8)	77.1 (68.3-84.0)
Empathy	73.3 (67.7-78.3)	75.4 (65.3-83.3)	62.6 (51.8-72.2)	80.5 (73.2-86.1)
Gangs ¹	39.7 (32.8-47.0)	NA	31.7 (22.6-42.4)	47.7 (38.6-56.9)
How students can influence, support, or advocate for others to prevent violence	65.5 (59.5-71.1)	62.8 (51.6-72.8)	60.2 (50.0-69.5)	75.5 (67.6-82.0)
How to find valid information or services to prevent violence	40.8 (34.8-47.0)	26.5 (17.9-37.4)	40.0 (30.2-50.8)	66.2 (56.7-74.6)
Inappropriate touching ²	62.3 (50.4-72.9)	62.3 (50.4-72.9)	NA	NA
Long-term consequences of violence	58.2 (51.6-64.4)	53.7 (42.8-64.2)	53.7 (43.2-63.9)	70.5 (62.2-77.7)
Personal safety ³	70.1 (64.2-75.4)	74.9 (63.9-83.4)	58.7 (48.2-68.5)	73.0 (63.8-80.6)
Perspective-taking	70.8 (65.3-75.8)	71.7 (61.0-80.5)	60.5 (49.6-70.4)	79.5 (72.3-85.2)
Prejudice, discrimination, and bias	61.6 (55.7-67.2)	59.4 (48.7-69.3)	54.2 (43.5-64.6)	72.7 (64.7-79.5)
Prosocial behaviors (e.g., cooperation, praise, or showing support for others)	77.6 (72.6-82.0)	82.1 (72.3-89.0)	69.5 (59.2-78.2)	78.0 (69.9-84.4)
Recognizing signs and symptoms of people who are in danger of hurting others	49.6 (43.4-55.9)	39.9 (29.5-51.2)	50.0 (39.5-60.4)	66.2 (57.5-74.0)
Resisting peer pressure to engage in violent behaviors	69.3 (62.9-75.1)	71.0 (59.6-80.3)	61.2 (51.0-70.5)	74.4 (66.6-80.9)
Sexual assault and rape ¹	52.2 (44.8-59.5)	NA	36.5 (27.6-46.3)	68.0 (58.0-76.6)
Sexual harassment ¹	62.0 (54.8-68.7)	NA	54.1 (43.9-64.0)	69.9 (61.1-77.4)
Short-term consequences of violence	63.1 (56.7-69.1)	61.1 (50.1-71.1)	57.5 (46.9-67.5)	72.3 (63.8-79.4)
Social or cultural influences on behaviors related to violence	48.9 (42.6-55.2)	30.6 (21.6-41.5)	54.6 (44.0-64.9)	74.8 (67.4-81.0)
Teasing ²	84.1 (74.3-90.7)	84.1 (74.3-90.7)	NA	NA
Techniques to resolve interpersonal conflicts without fighting	78.4 (73.1-83.0)	81.8 (71.6-88.9)	68.7 (58.1-77.7)	82.3 (75.4-87.5)
The influence of families on behaviors related to violence	48.2 (42.2-54.4)	32.6 (23.2-43.7)	51.2 (40.7-61.6)	72.3 (63.9-79.4)
The influence of peers on behaviors related to violence	68.1 (61.2-74.3)	66.6 (54.2-77.0)	60.0 (49.2-69.9)	78.8 (71.7-84.5)
The influence of the media on behaviors related to violence	54.6 (48.9-60.2)	43.2 (33.2-53.7)	52.5 (42.0-62.8)	76.5 (68.9-82.7)
The relationship between alcohol or other drug use and violence	48.1 (42.1-54.1)	26.9 (18.5-37.4)	54.0 (43.5-64.1)	78.4 (70.5-84.7)
The relationship between anger and violence	62.0 (55.6-67.9)	56.4 (46.4-66.0)	58.7 (48.1-68.6)	74.8 (66.6-81.6)
What to do if someone is being bullied	79.8 (74.7-84.1)	83.1 (73.3-89.8)	72.0 (62.1-80.1)	81.9 (74.3-87.5)
What to do if someone is thinking about hurting others	56.0 (49.8-62.0)	52.0 (41.7-62.1)	50.0 (39.1-60.9)	69.0 (60.2-76.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

² Not asked among middle and high schools.

³ Elementary schools: for example, dealing with strangers; middle schools and high schools: for example avoiding becoming a victim of a crime.

Table 1.27. Percentage of classes or courses¹ in which teachers sometimes or often used teaching methods, by school level—SHPPS 2014

Teaching method	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Audiovisual media (e.g., DVDs)	75.7 (68.8-81.5)	75.2 (65.7-82.7)	75.2 (66.1-82.4)	79.9 (71.3-86.5)
Cooperative group activities	83.3 (77.3-88.0)	80.7 (72.3-87.0)	86.5 (79.2-91.6)	95.0 (90.1-97.5)
Field trips as a method of instruction	6.9 (3.7-12.5)	7.1 (3.2-15.0)	3.7 (1.2-10.6)	10.4 (3.1-29.3)
Games to reinforce concepts	59.6 (52.0-66.7)	60.0 (49.7-69.5)	57.2 (47.2-66.6)	60.1 (50.1-69.3)
Group discussions	90.1 (82.9-94.4)	88.1 (78.2-93.9)	92.9 (85.8-96.6)	98.1 (94.1-99.4)
Guest speakers	36.0 (28.9-43.6)	33.4 (24.3-44.0)	34.9 (25.5-45.7)	53.9 (43.3-64.1)
Health education programs available through videoconferencing or other distance learning methods	5.8 (3.3-10.0)	6.2 (3.0-12.4)	4.9 (2.1-11.0)	4.7 (2.3-9.5)
Peer teaching	42.3 (35.5-49.5)	38.7 (29.3-49.1)	48.2 (37.6-58.9)	56.1 (45.3-66.3)
Pledges or contracts for changing behavior or abstaining from a behavior	33.7 (27.2-40.8)	39.1 (30.5-48.5)	18.2 (11.7-27.3)	23.7 (14.0-37.2)
Role play, simulations, or practice	60.7 (52.8-68.1)	59.1 (48.9-68.5)	64.9 (54.9-73.7)	64.4 (53.9-73.6)
Student logs or journals	36.3 (29.6-43.5)	32.3 (23.7-42.3)	38.4 (28.5-49.3)	58.5 (47.3-68.8)
The Internet	66.4 (58.5-73.4)	61.6 (50.6-71.5)	70.3 (61.4-77.9)	91.0 (84.7-94.8)
Visual, performing, or language arts	52.3 (43.7-60.8)	55.4 (44.4-66.0)	43.7 (33.4-54.6)	46.0 (35.8-56.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among online classes or courses.

Table 1.28. Percentage of classes or courses in which teachers used specific methods to highlight diversity or the values of various cultures, by school level—SHPPS 2014

Method	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Ask students or families to share their own cultural experiences related to health topics	41.9 (35.0-49.2)	32.6 (24.1-42.4)	61.8 (52.0-70.7)	70.1 (62.1-77.1)
Modify teaching methods to match students' learning styles, health beliefs, or cultural values	78.1 (71.5-83.6)	76.5 (67.4-83.7)	80.0 (71.2-86.6)	85.8 (77.9-91.2)
Teach about cultural differences and similarities	59.4 (51.1-67.2)	54.7 (44.1-64.8)	69.1 (59.0-77.7)	74.6 (66.1-81.6)
Use textbooks or curricular materials reflective of various cultures	53.0 (44.9-61.0)	49.7 (38.9-60.5)	58.5 (48.4-68.0)	65.4 (54.9-74.7)
Use textbooks, curricular materials, or other teaching techniques designed for students with limited English proficiency ¹	23.1 (16.9-30.8)	21.6 (14.3-31.4)	24.6 (16.9-34.4)	30.1 (20.2-42.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ An additional 49.0% of schools overall, 48.5% of elementary schools, 53.9% of middle schools, and 44.8% of high schools do not have any students with limited English proficiency.

Table 1.29. Percentage of classes or courses in which teachers used specific assessment methods, by school level—SHPPS 2014

Method	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
A portfolio	17.0 (12.4-22.8)	13.5 (8.4-21.0)	20.5 (13.6-29.9)	33.5 (23.9-44.6)
Attendance	30.6 (23.8-38.4)	29.0 (20.5-39.2)	25.5 (17.6-35.4)	49.2 (37.8-60.7)
Knowledge tests	69.1 (61.0-76.2)	61.4 (50.7-71.2)	83.7 (75.2-89.7)	94.9 (88.1-97.9)
Level of participation	76.1 (69.1-81.9)	72.1 (63.0-79.6)	84.4 (76.1-90.1)	88.8 (82.7-92.9)
Skills performance tests	45.4 (37.9-53.2)	42.3 (32.6-52.5)	47.8 (37.6-58.2)	61.7 (51.7-70.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 1.30. Percentage of classes or courses in which teachers used specific methods for teaching students with long-term physical, medical, or cognitive disabilities,¹ by school level—SHPPS 2014

Method	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Assigned note takers or readers for class work	23.7 (16.8-32.4)	14.7 (7.1-28.2)	41.9 (29.0-55.9)	41.7 (24.8-60.8)
Had a special education teacher with whom teacher coordinated assignments for students with disabilities	71.7 (62.4-79.4)	76.3 (62.4-86.2)	56.1 (43.7-67.7)	71.2 (52.6-84.6)
Had a teacher or aide who came in to assist with the students with disabilities	62.1 (52.7-70.7)	66.0 (52.5-77.4)	55.9 (41.0-69.7)	51.8 (35.0-68.2)
Used modified assessment	81.6 (72.3-88.2)	80.6 (66.7-89.6)	80.2 (66.2-89.3)	88.1 (77.3-94.2)
Used modified instructional strategies	91.3 (85.0-95.1)	91.8 (81.7-96.5)	89.8 (81.2-94.7)	90.8 (79.5-96.2)
Used more skill modeling, practicing, or repetition	81.7 (71.8-88.6)	84.2 (67.9-93.0)	74.2 (61.5-83.9)	80.0 (65.3-89.5)
Used preferential seating for the students with disabilities	86.3 (79.6-91.1)	87.0 (76.4-93.3)	80.6 (66.3-89.8)	91.1 (81.6-95.9)
Used simplified instructional content or variations in the amount or difficulty of material taught	80.9 (71.2-87.9)	79.4 (64.8-89.0)	81.6 (69.6-89.5)	87.4 (76.2-93.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 40.8% of classes overall, 38.4% of elementary school classes, 44.9% of middle school courses, and 50.6% of high school courses with at least one student with such disabilities.

Table 1.31. Classes or courses that had a teacher with specific characteristics, by school level—SHPPS 2014

Characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Number of years taught health topics (mean)	12.0 (13.5-10.5)	11.8 (9.9-13.8)	11.9 (9.9-13.9)	13.3 (11.0-15.6)
Ever taught an online or distance health education class for any of grades K-12	1.0 (0.4-2.1)	0.2 (0.0-1.8)	2.4 (0.9-6.6)	3.0 (1.1-8.4)
Coaches an interscholastic sport	27.9 (21.7-35.1)	17.0 (9.9-27.8)	51.8 (41.2-62.2)	59.3 (48.3-69.4)
Has an undergraduate degree	98.4 (94.3-99.5)	98.6 (90.9-99.8)	96.3 (87.6-99.0)	100
Majored in¹				
Health education	24.1 (17.4-32.4)	14.7 (8.1-25.3)	43.2 (31.5-55.7)	53.2 (41.6-64.5)
Physical education	35.2 (27.1-44.3)	23.3 (14.8-34.8)	63.3 (51.7-73.5)	65.7 (54.9-75.1)
Other education	38.6 (30.3-47.6)	48.6 (37.4-60.0)	14.2 (9.0-21.5)	14.1 (8.0-23.7)
Nursing	1.7 (0.5-6.0)	2.2 (0.5-8.5)	0.5 (0.1-3.6)	0.4 (0.1-2.9)
Biology or other science	3.5 (2.0-6.0)	1.5 (0.3-6.3)	5.9 (2.9-11.7)	12.3 (7.0-20.7)
Other	24.3 (18.0-31.9)	28.1 (19.7-38.5)	15.8 (10.2-23.7)	13.8 (7.9-22.8)
Has an undergraduate minor	37.4 (29.9-45.5)	34.4 (24.6-45.9)	38.8 (29.5-49.0)	53.3 (43.2-63.2)
Minored in²				
Health education	17.1 (9.7-28.5)	11.3 (3.6-30.6)	23.3 (12.2-39.9)	33.7 (18.6-53.1)
Physical education	10.1 (4.8-20.1)	11.4 (4.1-27.8)	6.8 (2.1-19.9)	8.7 (4.1-17.2)
Other education	15.3 (8.3-26.3)	16.6 (7.1-34.0)	8.0 (2.8-20.8)	18.0 (9.8-30.8)
Nursing	0.1 (0.0-1.1)	0	0	0.9 (0.1-6.2)
Biology or other science	6.9 (3.8-12.2)	4.8 (1.5-14.4)	10.5 (4.6-22.3)	11.4 (5.2-23.0)
Other	55.8 (42.8-68.1)	61.4 (42.4-77.4)	55.2 (39.1-70.2)	33.9 (20.3-50.9)
Has a graduate degree	49.8 (42.2-57.5)	47.9 (38.1-57.8)	49.9 (39.2-60.5)	61.9 (51.2-71.7)
Did graduate work in³				
Health education	11.7 (6.1-21.4)	6.2 (1.5-21.9)	27.3 (15.3-43.8)	19.9 (7.9-41.6)
Physical education	7.5 (3.9-14.2)	3.3 (0.5-17.3)	16.2 (7.2-32.5)	17.7 (9.3-31.2)
Other education	60.2 (50.5-69.2)	68.0 (55.2-78.6)	43.9 (28.2-60.9)	42.2 (30.2-55.2)
Nursing	1.5 (0.2-8.6)	2.0 (0.3-12.5)	0	0.6 (0.1-4.7)
Biology or other science	1.8 (0.8-3.8)	0	5.0 (1.6-14.5)	6.5 (2.2-17.8)
Other	27.2 (19.4-36.7)	28.8 (18.6-41.5)	21.9 (10.5-40.1)	26.2 (16.5-38.9)
Certified, endorsed, or licensed by the state to teach health education in				
Elementary school	65.2 (58.1-71.6)	65.1 (56.0-73.3)	63.9 (53.2-73.4)	67.5 (57.6-76.1)
Middle school	57.5 (49.2-65.3)	48.8 (38.2-59.6)	73.0 (62.7-81.3)	87.7 (80.6-92.4)
High school	48.4 (40.1-56.8)	37.2 (27.0-48.6)	66.5 (56.0-75.6)	89.8 (82.6-94.3)
Is a Certified Health Education Specialist ⁴	9.6 (6.3-14.4)	NA	10.7 (5.9-18.6)	8.0 (4.3-14.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among classes whose teacher has an undergraduate degree.

² Among classes whose teacher has an undergraduate minor.

³ Among classes whose teacher has a graduate degree.

⁴ Not asked among elementary schools.

Table 1.32. Percentage of classes or courses that had a teacher who received professional development¹ and who wanted professional development on specific health topics and teaching methods, by school level—SHPPS 2014

	Received professional development				Wanted professional development			
	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Health topic								
Alcohol or other drug use prevention	27.9 (20.9-36.2)	24.8 (16.4-35.6)	33.2 (23.9-44.1)	40.0 (30.0-50.8)	30.4 (24.2-37.4)	22.4 (15.4-31.4)	50.1 (39.6-60.5)	50.4 (39.3-61.5)
Asthma	22.1 (16.2-29.4)	20.7 (13.8-29.9)	27.1 (18.8-37.3)	22.9 (13.6-36.0)	21.4 (15.3-29.1)	15.5 (8.3-27.1)	36.8 (27.9-46.7)	34.7 (24.4-46.8)
Emotional and mental health	40.2 (33.7-47.0)	42.6 (34.0-51.8)	30.5 (22.1-40.5)	39.6 (29.3-50.9)	41.2 (33.3-49.6)	39.0 (29.1-50.0)	48.4 (37.5-59.5)	43.7 (32.3-55.9)
Foodborne illness prevention	16.4 (11.7-22.5)	15.1 (9.5-23.3)	18.3 (10.9-29.1)	21.6 (12.4-34.8)	10.1 (6.1-16.1)	10.8 (5.7-19.5)	7.5 (3.7-14.7)	9.2 (5.1-16.1)
HIV prevention	19.2 (13.9-26.0)	14.9 (8.7-24.3)	25.5 (18.0-34.9)	36.7 (26.5-48.2)	18.0 (13.3-23.9)	9.8 (5.5-17.0)	41.8 (30.6-53.8)	32.7 (22.4-44.9)
Human sexuality	15.2 (10.6-21.2)	9.8 (4.9-18.7)	24.5 (17.1-33.9)	34.6 (23.8-47.2)	19.8 (14.3-26.6)	11.9 (6.1-21.8)	39.0 (28.0-51.1)	39.8 (29.5-51.2)
Infectious disease prevention	32.8 (26.9-39.3)	32.0 (24.5-40.5)	33.5 (24.9-43.3)	37.1 (26.2-49.5)	10.0 (6.3-15.6)	9.9 (5.3-17.8)	10.6 (6.1-17.7)	9.5 (5.1-17.0)
Injury prevention and safety	40.7 (33.0-49.0)	41.4 (31.0-52.7)	36.5 (27.3-46.7)	43.2 (32.9-54.2)	25.7 (19.2-33.5)	22.6 (14.4-33.8)	35.3 (25.5-46.5)	30.4 (19.9-43.4)
Nutrition and dietary behavior	37.7 (30.9-45.0)	35.6 (27.1-45.1)	46.0 (36.9-55.3)	38.3 (27.9-49.8)	40.1 (33.1-47.6)	35.4 (26.3-45.7)	55.3 (44.9-65.4)	45.9 (34.9-57.3)
Other STD prevention	15.0 (10.5-21.1)	9.4 (4.6-18.3)	24.1 (16.7-33.6)	36.6 (26.4-48.1)	16.6 (12.3-22.0)	6.9 (3.5-13.4)	44.2 (33.7-55.2)	34.9 (24.4-47.0)
Physical activity and fitness	43.4 (35.4-51.7)	40.2 (30.1-51.2)	51.3 (41.3-61.3)	51.0 (40.7-61.3)	34.7 (28.6-41.4)	32.9 (25.2-41.7)	41.8 (31.2-53.2)	34.9 (24.7-46.7)
Pregnancy prevention	12.6 (8.7-17.9)	8.0 (3.8-16.1)	20.6 (13.7-29.9)	29.3 (19.2-41.8)	14.2 (10.1-19.4)	5.3 (2.3-11.7)	34.7 (24.3-46.7)	38.3 (27.9-49.9)
Suicide prevention	28.4 (21.1-37.0)	24.3 (15.7-35.5)	39.8 (29.5-51.0)	36.7 (26.7-48.1)	26.8 (21.6-32.7)	19.5 (13.2-27.9)	48.5 (38.0-59.1)	38.7 (27.6-51.3)
Tobacco use prevention	21.5 (15.9-28.3)	19.5 (12.7-28.9)	25.1 (17.0-35.5)	28.0 (17.9-40.9)	22.4 (17.1-28.9)	15.0 (8.9-24.2)	42.7 (32.7-53.3)	37.8 (26.6-50.4)
Violence prevention	63.8 (56.0-70.8)	62.5 (52.4-71.6)	66.9 (56.3-76.0)	66.8 (57.1-75.2)	40.7 (33.5-48.3)	38.6 (29.2-48.9)	47.0 (36.9-57.2)	44.4 (33.7-55.6)
Teaching method								
Aligning health education standards to curriculum, instruction, or student assessment	31.2 (23.8-39.7)	25.4 (16.7-36.7)	42.0 (31.9-52.7)	51.2 (40.7-61.7)	31.5 (24.3-39.7)	30.6 (21.3-41.7)	32.1 (22.6-43.4)	36.4 (26.0-48.3)
Assessing or evaluating students in health education	21.5 (15.1-29.5)	18.7 (10.9-30.1)	27.3 (19.4-36.9)	30.1 (20.4-42.1)	22.3 (17.1-28.4)	17.4 (11.3-26.0)	34.6 (24.7-46.1)	33.0 (21.9-46.4)
Classroom management techniques	64.5 (56.2-72.1)	65.6 (54.6-75.2)	60.5 (50.0-70.1)	63.9 (53.1-73.4)	34.6 (27.5-42.5)	33.0 (23.8-43.7)	43.1 (33.1-53.6)	31.6 (20.3-45.5)
How to involve students' families in health education	13.6 (9.0-20.1)	10.8 (5.6-19.7)	20.9 (13.6-30.8)	20.7 (11.0-35.6)	34.0 (28.0-40.5)	30.2 (22.5-39.2)	43.4 (32.6-54.9)	43.1 (32.5-54.3)
How to involve the community in students' health education	14.1 (9.4-20.5)	12.0 (6.4-21.5)	17.2 (10.4-27.0)	21.9 (12.9-34.8)	28.1 (22.2-34.9)	24.7 (17.5-33.7)	36.4 (26.7-47.3)	36.3 (24.8-49.6)
Teaching online or distance education courses	9.3 (5.5-15.2)	8.9 (4.3-17.6)	9.0 (4.7-16.7)	11.7 (4.2-28.6)	13.7 (9.8-18.7)	8.7 (4.8-15.1)	22.0 (14.0-32.7)	32.1 (21.4-45.0)
Teaching skills for behavior change	41.2 (34.8-47.9)	42.1 (33.6-51.1)	40.7 (31.6-50.5)	36.0 (25.6-47.8)	33.8 (26.4-42.0)	31.5 (22.2-42.6)	39.4 (29.4-50.5)	38.7 (27.1-51.7)
Teaching students of various cultural backgrounds	38.8 (32.2-45.9)	39.7 (30.7-49.5)	35.9 (26.6-46.6)	37.6 (29.1-47.0)	25.7 (19.0-33.7)	23.1 (14.8-34.1)	33.2 (23.3-44.8)	30.0 (19.6-43.0)
Teaching students with limited English proficiency	39.7 (32.0-47.9)	43.9 (33.8-54.5)	26.4 (18.0-37.0)	33.7 (24.9-43.7)	23.2 (17.5-30.1)	19.6 (12.5-29.2)	34.2 (25.0-44.7)	28.6 (18.4-41.6)
Teaching students with long-term physical, medical, or cognitive disabilities	41.7 (34.5-49.4)	42.4 (32.3-53.2)	39.6 (30.6-49.4)	41.0 (31.9-50.7)	30.5 (23.9-38.1)	28.4 (19.7-39.1)	34.5 (24.7-45.8)	37.5 (25.8-51.0)
Using interactive teaching methods	54.9 (47.2-62.4)	54.9 (44.5-65.0)	53.9 (43.8-63.6)	56.8 (46.9-66.1)	24.0 (17.4-32.0)	20.3 (12.0-32.3)	34.3 (24.7-45.4)	30.6 (19.5-44.6)
Using peer educators for health education	19.5 (13.6-27.0)	17.6 (10.6-27.9)	19.7 (12.3-30.0)	30.9 (21.2-42.5)	23.8 (18.7-29.8)	20.4 (14.1-28.5)	32.1 (22.6-43.3)	32.3 (21.2-45.9)
Using technology such as computers in the classroom	64.9 (56.9-72.1)	64.9 (53.9-74.5)	63.6 (53.1-73.0)	67.1 (56.3-76.3)	38.3 (31.1-46.2)	36.8 (27.3-47.4)	43.2 (31.9-55.3)	40.3 (29.6-52.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 2 years before the study.

Physical Education and Physical Activity

Table 2.1. Percentage of schools that follow specific physical education standards, by school level—SHPPS 2014

Standard	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Follows national, state, or district physical education standards	89.1 (85.6-91.9)	87.5 (81.4-91.8)	89.8 (83.9-93.7)	92.4 (87.1-95.7)
Follows standards that specifically address				
Achievement and maintenance of a health-enhancing level of physical fitness	83.7 (79.6-87.1)	79.9 (72.8-85.5)	86.7 (79.9-91.4)	89.4 (83.5-93.4)
Competence in motor skills and movement patterns needed to perform a variety of physical activities	85.6 (81.6-88.8)	84.6 (78.3-89.3)	86.3 (79.7-90.9)	87.0 (80.5-91.6)
Regular participation in physical activity	87.1 (83.4-90.1)	85.6 (79.4-90.1)	88.0 (81.3-92.5)	89.9 (83.8-93.8)
Responsible personal and social behavior that respects self and others in physical activity settings	86.7 (82.4-90.1)	84.3 (76.7-89.7)	89.3 (83.3-93.4)	89.5 (83.4-93.5)
Understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities	86.2 (82.4-89.3)	84.3 (77.7-89.2)	87.7 (81.2-92.1)	89.3 (83.5-93.2)
Value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	87.4 (83.4-90.6)	85.1 (78.1-90.1)	88.9 (82.9-93.0)	91.3 (85.9-94.7)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 2.2. Percentage of schools with physical education requirements, by school level—SHPPS 2014

Requirement	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Students must take physical education as a requirement for graduation or promotion to the next grade level or school level	76.5 (71.9-80.5)	67.7 (60.4-74.1)	78.8 (72.0-84.3)	95.5 (89.3-98.2)
Requires students to take specific courses that include instruction in physical education	46.6 (37.2-56.1)	30.8 (16.1-50.8)	52.5 (34.6-69.8)	60.5 (49.9-70.2)
Students choose from courses to meet general physical education requirement	12.5 (8.2-18.5)	3.8 (0.5-23.0)	1.6 (0.2-11.1)	29.3 (20.6-39.8)
Mean number of required electives ¹	1.6 (1.2-2.0)	NA	1.0 (1.0-1.0)	1.6 (1.2-2.0)
Requires daily physical education or its equivalent ² for entire school year (36 weeks)	3.7 (2.3-5.9)	3.6 (1.8-7.4)	3.4 (1.4-8.5)	4.0 (1.8-8.7)
Requires daily physical education or its equivalent ² for half the school year (18 weeks)	5.9 (4.2-8.3)	4.6 (2.4-8.6)	6.9 (3.9-12.2)	7.8 (4.3-13.6)
Requires physical education at least 3 days per week for entire school year (36 weeks)	11.5 (8.7-15.0)	15.3 (10.7-21.4)	8.5 (5.1-13.8)	5.9 (2.9-11.8)
Requires physical education at least 3 days per week for half the school year (18 weeks)	15.3 (12.1-19.1)	16.9 (12.1-23.2)	14.0 (9.5-20.0)	12.8 (7.9-20.0)
Requires physical education, but not in a specific grade	26.5 (22.2-31.2)	20.9 (15.3-27.9)	21.8 (15.9-29.1)	46.6 (38.5-54.9)
Requires physical education in a specific grade	52.1 (46.9-57.3)	49.6 (41.9-57.3)	57.0 (49.1-64.5)	52.2 (43.8-60.5)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ No elementary schools responded to this question.

² Defined as physical education for students in all grades in the school for 150 minutes/week in elementary schools and 225 minutes/week in middle and high schools.

Table 2.3. Percentage of schools in which physical education is required in each grade¹—SHPPS 2014

Grade	Total (%)
Kindergarten	43.4 (37.4-49.6)
1	46.6 (40.8-52.5)
2	46.2 (40.4-52.2)
3	45.8 (40.0-51.8)
4	46.2 (40.3-52.3)
5	45.1 (39.0-51.4)
6	34.3 (29.3-39.8)
7	29.4 (24.9-34.2)
8	26.4 (22.0-31.3)
9	20.6 (16.7-25.2)
10	14.1 (10.5-18.8)
11	8.6 (5.6-13.0)
12	8.7 (5.7-13.1)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among schools with students in that grade.

Table 2.4. Duration of required instruction in physical education in each grade¹—SHPPS 2014

Grade	Mean number of weeks	Mean number of days/week	Mean number of minutes/class period
Kindergarten	35.5 (34.0-37.0)	3.2 (2.6-3.8)	36.9 (34.7-39.1)
1	35.1 (33.5-36.7)	3.1 (2.5-3.7)	38.5 (36.5-40.4)
2	35.2 (33.6-36.8)	3.2 (2.6-3.8)	38.9 (36.9-41.0)
3	34.8 (33.1-36.5)	3.4 (2.7-4.0)	39.4 (37.3-41.4)
4	34.6 (32.9-36.3)	3.3 (2.7-3.9)	40.4 (38.2-42.5)
5	34.2 (32.5-36.0)	3.4 (2.8-4.1)	40.7 (38.7-42.8)
6	32.1 (30.3-33.9)	3.9 (3.3-4.6)	46.3 (43.7-48.9)
7	30.1 (28.2-32.0)	3.8 (3.3-4.4)	49.3 (46.5-52.1)
8	30.8 (28.8-32.8)	3.9 (3.3-4.5)	49.1 (46.3-51.9)
9	26.6 (24.2-29.1)	5.0 (4.5-5.4)	58.5 (53.9-63.2)
10	28.0 (25.4-30.7)	4.9 (4.3-5.5)	56.0 (51.4-60.7)
11	30.4 (27.8-33.1)	4.8 (4.0-5.5)	53.9 (48.1-59.8)
12	30.4 (27.5-33.3)	4.6 (3.9-5.4)	54.8 (48.4-61.2)
Required courses (not grade specific) ²	26.7 (24.2-29.3)	3.8 (3.4-4.2)	56.2 (51.6-60.9)
Required electives ³	24.3 (19.6-28.9)	4.6 (4.3-4.9)	65.9 (57.1-74.7)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among schools with students in that grade.

² Values averaged across all required courses.

³ Students choose from courses to meet general physical education requirement; values averaged across all required electives.

Table 2.5. Percentage of schools with specific practices related to exemptions for required physical education, by school level¹—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Students can be exempted for one grading period or longer for				
Achievement of positive, passing, or high physical fitness test scores	8.5 (5.8-12.2)	7.3 (3.9-13.4)	9.3 (5.4-15.5)	9.6 (5.6-15.9)
Cognitive disability	52.4 (46.6-58.1)	49.9 (40.7-59.0)	49.0 (39.3-58.8)	60.3 (52.3-67.9)
Enrollment in other courses, such as math or science ²	9.1 (6.2-13.2)	NA	7.6 (4.1-13.7)	10.8 (6.5-17.3)
Long-term physical or medical disability	85.7 (81.1-89.3)	89.2 (81.5-94.0)	82.3 (74.0-88.3)	82.9 (76.5-87.9)
Participation in community service activities	5.9 (3.9-8.7)	7.8 (4.4-13.5)	3.4 (1.4-8.1)	5.1 (2.4-10.3)
Participation in community sports activities	8.7 (6.1-12.2)	8.2 (4.4-14.9)	8.6 (4.7-15.1)	9.5 (5.6-15.7)
Participation in school activities other than sports ³	16.3 (13.1-20.2)	10.6 (6.2-17.5)	14.1 (9.1-21.0)	29.4 (21.6-38.6)
Participation in school sports ²	18.0 (13.6-23.5)	NA	6.2 (3.3-11.1)	30.8 (23.1-39.6)
Participation in vocational training ²	6.6 (4.0-10.6)	NA	2.4 (0.7-7.8)	11.1 (6.6-18.0)
Religious reasons	54.0 (48.2-59.7)	58.6 (48.1-68.3)	46.5 (37.0-56.2)	54.8 (46.1-63.2)
Students cannot be exempted from physical education requirements for one grading period or longer				
Students can be excused from one or more physical education class periods for additional instructional time, remedial work, or test preparation for other subjects	68.2 (62.4-73.5)	70.8 (61.0-79.0)	75.3 (66.2-82.6)	55.7 (47.5-63.7)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 76.5% of schools overall, 67.7% of elementary schools, 78.8% of middle schools, and 95.5% of high schools with required physical education.

² Not asked among elementary schools.

³ Question included “such as band or chorus” for elementary and middle schools and “such as band, chorus, or JROTC” among high schools.

**Table 2.6. Percentage of schools that taught specific activities in required physical education,¹ by school level—
SHPPS 2014**

Activity	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Movement concepts and skills ²	98.0 (92.1-99.5)	98.0 (92.1-99.5)	NA	NA
Individual or paired activities	98.1 (96.1-99.1)	98.8 (92.1-99.8)	96.5 (91.7-98.6)	98.4 (95.7-99.4)
Aerobics (e.g., step or low-impact)	50.6 (45.8-55.4)	48.8 (41.4-56.4)	49.1 (41.1-57.1)	57.1 (48.5-65.2)
Archery	19.6 (15.5-24.6)	12.4 (7.9-18.9)	22.5 (16.4-30.2)	34.3 (26.1-43.5)
Badminton	39.1 (34.2-44.2)	27.5 (21.1-35.0)	43.5 (36.1-51.2)	62.8 (54.3-70.6)
Bowling	39.3 (34.4-44.5)	47.8 (40.2-55.5)	29.3 (22.0-37.9)	30.9 (23.3-39.6)
Canoeing or kayaking	2.7 (1.5-4.7)	1.7 (0.6-4.5)	2.8 (1.1-6.9)	5.1 (2.7-9.5)
Cardiovascular exercise machines (e.g., rowers, ski machines, stair climbers, stationary bikes, or treadmills)	23.9 (20.1-28.2)	9.4 (5.9-14.7)	27.2 (20.1-35.7)	56.4 (48.2-64.3)
Climbing ropes or wall ladders	10.9 (8.1-14.6)	13.0 (8.4-19.7)	8.5 (5.2-13.8)	8.7 (5.0-14.7)
Climbing walls	12.3 (9.3-16.2)	14.5 (9.7-21.0)	10.4 (6.6-16.1)	9.3 (5.4-15.5)
Frisbee or Frisbee golf	69.3 (64.4-73.7)	61.7 (54.1-68.8)	72.2 (65.0-78.5)	84.6 (77.8-89.5)
Golf	56.7 (51.5-61.6)	50.5 (42.6-58.4)	60.8 (52.5-68.6)	66.8 (58.9-74.0)
Gymnastics	21.3 (17.4-25.7)	20.1 (14.5-27.1)	17.7 (12.7-24.1)	28.8 (21.5-37.4)
Hiking, backpacking, or orienteering	26.0 (22.0-30.4)	34.6 (27.5-42.4)	21.4 (15.5-28.7)	10.1 (6.5-15.5)
Jumping rope	10.2 (7.4-13.9)	8.6 (4.9-14.4)	10.9 (6.5-17.7)	13.3 (8.8-19.6)
Martial arts	65.6 (60.7-70.1)	62.4 (54.9-69.4)	69.2 (61.4-76.0)	68.7 (61.0-75.5)
Non-stationary bicycling	5.2 (3.4-7.7)	3.6 (1.5-8.1)	4.9 (2.5-9.4)	9.7 (5.9-15.6)
Physical activity or fitness stations	6.8 (4.4-10.4)	7.3 (4.0-13.0)	3.0 (1.3-6.6)	10.6 (6.4-17.2)
Pilates	10.8 (8.4-13.8)	7.9 (4.7-12.9)	10.7 (6.6-16.8)	18.4 (13.6-24.6)
Racquet sports, other than tennis (e.g., racquetball, squash, or paddleball)	34.0 (29.8-38.5)	27.5 (21.3-34.8)	32.6 (25.6-40.4)	52.4 (44.1-60.5)
Rock climbing	4.4 (2.7-7.1)	5.8 (3.1-10.6)	2.2 (0.8-6.0)	3.8 (1.5-9.1)
Running or jogging	61.9 (57.1-66.5)	53.7 (46.3-60.9)	66.0 (58.4-72.9)	77.4 (69.6-83.6)
Skating (e.g., roller, in-line, or ice skating, or skateboarding)	3.4 (2.1-5.4)	2.5 (1.1-5.6)	5.2 (2.8-9.4)	3.2 (1.5-6.8)
Skiing (e.g., cross-country, downhill, or water skiing)	1.2 (0.5-2.5)	0.8 (0.2-3.3)	2.5 (1.0-6.1)	0.5 (0.1-3.5)
Student-designed games	34.9 (30.7-39.3)	33.1 (26.4-40.5)	39.3 (32.0-47.0)	33.7 (27.4-40.8)
Table tennis or Ping-Pong	11.6 (9.1-14.8)	5.4 (2.9-9.6)	15.7 (10.9-22.1)	22.2 (15.1-31.4)
Tennis	21.0 (17.1-25.4)	19.4 (13.8-26.6)	18.3 (12.8-25.5)	28.4 (20.9-37.4)
Track and field	30.1 (25.5-35.2)	27.4 (21.0-34.9)	35.8 (28.4-44.0)	29.7 (21.8-38.9)
Walking	36.3 (31.6-41.2)	31.4 (25.1-38.5)	41.8 (34.0-50.0)	41.3 (33.3-49.9)
Weight training	11.7 (9.2-14.8)	2.6 (1.2-5.8)	14.7 (10.0-21.1)	30.9 (23.3-39.8)
Wrestling	1.3 (0.6-3.0)	1.3 (0.3-5.3)	0.8 (0.2-3.2)	1.9 (0.7-5.4)
Yoga	6.4 (4.5-9.0)	4.6 (2.2-9.2)	7.1 (3.8-13.1)	10.1 (6.1-16.1)
Group or team activities	99.3 (96.5-99.9)	98.8 (91.9-99.8)	100	99.6 (97.1-99.9)
Baseball, softball, or whiffleball	62.9 (57.8-67.7)	54.6 (47.1-61.9)	66.0 (58.2-73.0)	79.8 (72.5-85.5)
Basketball	69.1 (64.3-73.6)	62.8 (55.5-69.5)	68.3 (60.5-75.3)	86.3 (79.7-91.0)
Dodgeball or bombardment	47.5 (42.3-52.8)	42.6 (35.0-50.5)	50.9 (43.1-58.7)	55.5 (47.5-63.3)
Football (e.g., touch or flag football)	62.9 (57.7-67.9)	49.2 (41.4-57.1)	72.8 (65.0-79.3)	85.0 (78.5-89.7)
Hockey (e.g., field, floor, roller, or ice hockey)	51.6 (46.3-56.8)	48.4 (40.7-56.2)	52.3 (44.4-60.1)	58.6 (50.3-66.4)
Kickball	65.4 (60.3-70.1)	59.9 (52.4-67.0)	69.8 (61.7-76.9)	73.4 (65.5-80.0)
Lacrosse	19.8 (16.3-24.0)	13.9 (9.4-20.1)	24.1 (17.9-31.7)	29.2 (22.7-36.7)
Soccer	68.1 (63.3-72.6)	60.9 (53.7-67.6)	71.7 (64.1-78.2)	81.8 (74.3-87.4)

Table 2.6. continued

Activity	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Student-designed games	45.6 (41.0-50.4)	40.8 (33.3-48.6)	50.6 (43.0-58.1)	51.6 (43.8-59.4)
Ultimate Frisbee	45.7 (41.1-50.4)	30.7 (24.1-38.3)	60.4 (52.2-68.0)	64.6 (56.0-72.3)
Volleyball	64.8 (60.1-69.3)	54.2 (47.0-61.2)	69.0 (61.0-76.1)	86.3 (79.5-91.1)
Group or team activities (elementary school)²				
Duck-duck-goose	32.7 (25.6-40.6)	32.7 (25.6-40.6)	NA	NA
Elimination tag	39.7 (31.7-48.2)	39.7 (31.7-48.2)	NA	NA
King of the hill or capture the flag	42.7 (35.0-50.8)	42.7 (35.0-50.8)	NA	NA
Red rover	12.7 (8.6-18.5)	12.7 (8.6-18.5)	NA	NA
Relay races	61.8 (54.0-68.9)	61.8 (54.0-68.9)	NA	NA
Aquatic activities	10.0 (7.0-14.1)	7.1 (3.0-16.0)	9.0 (5.4-14.9)	16.2 (11.3-22.9)
Dance activities	66.5 (61.6-71.0)	77.8 (69.4-84.3)	62.6 (54.0-70.5)	50.4 (41.5-59.2)
Folk or multi-cultural dances	21.3 (17.6-25.4)	23.3 (17.6-30.3)	19.3 (13.6-26.8)	18.5 (12.1-27.3)
Performing art dances (e.g., ballet, jazz, tap, or modern dances)	13.0 (9.9-16.9)	14.9 (10.3-21.2)	10.3 (6.4-16.2)	11.7 (7.9-16.9)
Social dances (e.g., ballroom dances, line dances, hip hop, or party dances)	40.4 (35.9-45.1)	44.3 (37.3-51.6)	36.7 (29.4-44.7)	35.3 (28.9-42.4)
Square dances	15.3 (12.0-19.4)	20.1 (14.5-27.2)	9.2 (5.4-15.4)	11.1 (6.7-17.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 76.5% of schools overall, 67.7% of elementary schools, 78.8% of middle schools, and 95.5% of high schools with required physical education.

² Not asked among middle schools and high schools.

Table 2.7. Percentage of schools in which physical education is taught by specific staff members, by school level—SHPPS 2014

Staff member	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Physical education teacher(s) or specialist(s)	93.1 (89.2-95.6)	91.0 (84.2-95.0)	95.7 (91.1-98.0)	95.0 (90.1-97.6)
Health education teacher(s) ¹	21.2 (16.9-26.1)	NA	20.5 (15.1-27.3)	22.0 (16.3-29.1)
Regular classroom teacher(s) or other teacher(s)	16.2 (12.3-21.0)	17.9 (12.1-25.7)	10.9 (6.9-16.8)	18.7 (12.3-27.4)
Other(s)	5.7 (3.6-9.1)	8.5 (4.8-14.8)	3.0 (1.2-7.1)	2.2 (0.7-6.1)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

Table 2.8. Schools with specific staffing and education and certification requirements for physical education staff, by school level—SHPPS 2014

Requirement	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Newly hired staff required to have undergraduate or graduate training in physical education or a related field	77.7 (72.9-81.9)	77.2 (69.7-83.3)	76.8 (68.9-83.2)	80.2 (72.4-86.2)
Newly hired staff required to have certification, licensure, or endorsement by the state in physical education	75.4 (70.0-80.1)	74.6 (66.9-81.1)	74.2 (66.2-80.9)	78.9 (70.7-85.3)
All staff who teach physical education required to have continuing education credits on physical education topics or instructional strategies	59.4 (53.5-65.0)	58.7 (50.7-66.3)	62.1 (53.4-70.1)	57.5 (48.3-66.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 2.9. Staffing characteristics for physical education, by school level—SHPPS 2014

Characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Someone at school oversees or coordinates physical education	85.4 (81.5-88.5)	86.2 (80.7-90.4)	80.2 (73.2-85.7)	89.9 (84.3-93.6)
Has a maximum student-to-teacher ratio for required physical education	42.4 (36.5-48.5)	46.5 (36.8-56.5)	28.4 (20.9-37.2)	49.8 (40.5-59.2)
Maximum allowable number of students per teacher in physical education (mean)	31.0 (29.0-33.1)	29.3 (26.3-32.3)	32.2 (28.9-35.5)	33.1 (30.3-35.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 2.10. Percentage of schools in which physical education staff worked on physical education activities with other school and local agency or organization staff,¹ by school level—SHPPS 2014

Staff	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
School staff				
Health education	57.1 (51.7-62.3)	46.4 (38.9-54.0)	62.7 (54.5-70.2)	76.9 (69.6-82.9)
Health services	41.3 (36.6-46.2)	38.9 (31.7-46.5)	44.7 (36.8-52.9)	43.1 (34.5-52.1)
Mental health or social services	36.4 (31.8-41.3)	35.0 (28.2-42.4)	40.7 (32.6-49.4)	34.5 (27.5-42.3)
Nutrition or food service	23.5 (19.7-27.9)	24.8 (18.7-32.1)	22.0 (15.8-29.7)	22.4 (16.1-30.2)
Local agency or organization staff				
A health organization (e.g., the American Heart Association or the American Cancer Society)	51.1 (45.7-56.3)	56.0 (48.0-63.6)	52.3 (43.9-60.5)	37.0 (29.4-45.2)
A local business	16.6 (13.1-20.8)	15.0 (10.5-20.9)	15.5 (10.3-22.8)	22.0 (16.2-29.2)
A local college or university	22.7 (18.5-27.7)	21.3 (15.0-29.3)	23.4 (17.3-30.9)	25.6 (19.1-33.3)
A local department of transportation or public works	3.3 (2.2-5.1)	1.9 (0.7-5.1)	3.5 (1.5-7.7)	6.7 (3.7-11.9)
A local health department	15.6 (12.1-19.9)	13.8 (9.2-20.2)	16.0 (11.0-22.7)	19.7 (14.3-26.5)
A local health or fitness club	16.8 (13.4-20.8)	14.8 (10.0-21.3)	16.0 (11.0-22.8)	22.9 (17.2-29.7)
A local hospital	11.9 (9.0-15.5)	12.9 (8.8-18.6)	9.1 (5.1-15.9)	12.9 (8.3-19.4)
A local law enforcement agency	16.5 (12.8-21.1)	17.8 (12.4-24.8)	15.9 (11.0-22.6)	14.1 (9.6-20.3)
A local mental health or social services agency	8.3 (6.0-11.2)	6.4 (3.8-10.7)	10.9 (6.8-17.0)	9.5 (6.1-14.6)
A local parks or recreation department	29.4 (25.1-34.1)	29.2 (22.7-36.7)	28.4 (21.8-36.1)	31.2 (24.1-39.2)
A local professional sports team	11.3 (8.1-15.5)	11.4 (7.0-17.9)	13.6 (8.3-21.6)	7.9 (4.7-13.1)
A local service club (e.g., Rotary Club)	8.6 (6.3-11.6)	9.1 (5.6-14.4)	7.5 (4.2-13.0)	8.8 (5.3-14.3)
A local youth organization (e.g., the Boys and Girls Clubs)	15.6 (12.3-19.6)	17.0 (12.3-22.9)	13.9 (9.2-20.5)	14.2 (9.1-21.6)
Action for Healthy Kids	3.3 (1.9-5.4)	3.6 (1.8-7.2)	3.0 (1.1-7.8)	2.6 (0.8-7.7)
Alliance for a Healthier Generation	10.1 (7.0-14.3)	11.7 (7.1-18.9)	8.9 (5.4-14.2)	7.3 (4.3-12.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

Table 2.11. Specific characteristics of physical education coordinators,¹ by school level—SHPPS 2014

Characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Number of years spent teaching physical education (mean)	14.9 (13.7-16.2)	14.3 (12.5-16.1)	14.6 (12.5-16.8)	17.0 (15.0-19.0)
Coaches an interscholastic sport (% of coordinators)	50.6 (44.7-56.5)	39.7 (31.7-48.4)	63.4 (53.2-72.6)	65.6 (54.2-75.5)
Has an undergraduate degree (% of coordinators)	97.7 (95.3-98.9)	99.3 (96.2-99.9)	93.8 (85.9-97.5)	98.1 (92.5-99.5)
Majored in² (% of coordinators)				
Physical education	67.4 (61.2-73.0)	65.6 (56.6-73.7)	66.6 (56.1-75.6)	73.2 (64.0-80.7)
Health education	23.2 (18.4-28.8)	19.7 (13.8-27.3)	27.5 (18.8-38.2)	28.0 (20.5-37.1)
Other education	12.5 (8.8-17.4)	13.5 (8.4-21.1)	10.9 (6.2-18.5)	11.3 (6.3-19.5)
Kinesiology, exercise physiology, or exercise science	10.7 (7.3-15.6)	12.0 (7.4-18.8)	9.2 (4.8-17.1)	9.0 (4.8-16.2)
Other	20.8 (16.1-26.4)	22.0 (15.1-31.0)	18.2 (11.8-27.0)	20.0 (13.2-29.3)
Has an undergraduate minor (% of coordinators)	43.2 (36.7-49.9)	37.8 (29.0-47.5)	45.1 (35.0-55.7)	55.8 (46.1-65.2)
Minored in³ (% of coordinators)				
Physical education	8.0 (4.3-14.5)	7.3 (2.1-22.0)	10.8 (5.2-20.9)	7.1 (3.4-14.2)
Health education	25.3 (18.2-33.9)	23.2 (13.1-37.8)	21.9 (11.5-37.6)	32.2 (21.2-45.6)
Other education	16.4 (10.1-25.6)	20.0 (9.5-37.3)	14.0 (6.3-28.4)	11.9 (5.6-23.7)
Kinesiology, exercise physiology, or exercise science	1.5 (0.4-5.6)	1.9 (0.3-12.9)	0	2.0 (0.5-7.5)
Other	55.2 (45.1-64.9)	54.2 (38.7-68.9)	55.0 (40.1-69.0)	57.5 (43.3-70.6)
Has a graduate degree (% of coordinators)	49.4 (43.3-55.6)	45.3 (37.3-53.5)	48.5 (38.0-59.1)	62.0 (51.9-71.2)
Did graduate work in⁴ (% of coordinators)				
Physical education	21.5 (15.5-28.9)	23.5 (14.7-35.3)	30.2 (17.5-46.8)	9.9 (4.5-20.3)
Health education	6.8 (3.8-11.9)	6.2 (2.5-14.2)	8.1 (2.9-20.8)	6.9 (2.8-16.1)
Other education	44.5 (35.9-53.5)	47.7 (35.0-60.7)	41.4 (28.1-56.0)	40.9 (29.2-53.8)
Kinesiology, exercise physiology, or exercise science	5.7 (3.0-10.3)	4.3 (1.4-12.3)	3.1 (0.7-12.4)	10.7 (4.7-22.5)
Other	31.1 (23.9-39.3)	26.3 (16.5-39.2)	30.0 (17.9-45.7)	41.8 (31.0-53.4)
Certified, endorsed, or licensed by the state to teach physical education in (% of coordinators)				
Elementary school	78.9 (72.6-84.1)	84.5 (76.0-90.4)	73.9 (63.3-82.4)	69.2 (57.7-78.7)
Middle school	81.6 (75.6-86.4)	82.4 (73.9-88.6)	79.9 (69.2-87.6)	81.2 (70.5-88.7)
High school	79.3 (73.1-84.3)	78.8 (69.9-85.6)	77.2 (65.9-85.5)	83.0 (73.5-89.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 71.3% of schools overall, 76.1% of elementary schools, 62.7% of middle schools, and 70.6% of high schools with a coordinator who served as the respondent for the school physical education questionnaire.

² Among coordinators with an undergraduate degree.

³ Among coordinators with an undergraduate minor.

⁴ Among coordinators with a graduate degree.

Table 2.12. Percentage of schools with specific approaches to teaching physical education, by school level—SHPPS 2014

Approach	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Teaches any physical education classes or courses only to boys ¹	8.1 (6.0-10.9)	1.2 (0.4-3.9)	17.0 (11.8-23.9)	14.4 (8.8-22.8)
Teaches any physical education classes or courses only to girls ¹	8.3 (6.2-11.0)	1.2 (0.4-3.9)	17.7 (12.4-24.6)	14.4 (8.8-22.7)
Offers any physical education courses online	3.0 (2.1-4.5)	0	1.9 (0.6-5.8)	12.3 (8.0-18.4)
Offers any physical education courses partially online and partially in-person	1.0 (0.4-2.1)	0	1.4 (0.4-4.4)	2.8 (0.9-8.2)
Offers any elective physical education courses	19.0 (16.2-22.1)	4.2 (2.0-8.4)	15.3 (10.5-21.7)	61.2 (53.0-68.8)
Requires students to wear appropriate protective gear during physical education ²	42.5 (37.0-48.2)	35.2 (27.2-44.1)	47.1 (38.3-56.2)	50.7 (42.3-59.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among single-sex schools.

² In an additional 49.6% of schools overall, 58.2% of elementary schools, 44.0% of middle schools, and 39.8% of high schools, students do not engage in any physical activities that require protective gear during required physical education.

Table 2.13. Percentage of schools with specific grading practices for physical education, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Students receive the following type of grade for required physical education				
Letter or numerical grade	78.6 (72.9-83.4)	61.5 (50.8-71.2)	90.1 (82.2-94.8)	97.0 (92.5-98.8)
Pass/fail	8.7 (5.7-13.0)	12.9 (7.8-20.6)	6.4 (2.8-14.0)	3.5 (1.5-8.0)
Other	13.0 (9.3-17.9)	26.3 (18.7-35.8)	2.7 (0.8-8.5)	0
No grade	4.9 (2.8-8.4)	9.2 (4.9-16.4)	2.2 (0.7-6.8)	0
Grades from required physical education counted the same as grades from other subject areas ¹	61.7 (56.2-66.9)	33.1 (24.7-42.8)	82.7 (74.7-88.6)	88.6 (82.3-92.8)
Students who fail required physical education are required to repeat it	37.9 (33.1-43.1)	14.4 (8.6-23.0)	25.5 (17.7-35.3)	92.0 (85.7-95.7)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ When determining grade point averages, honor roll status, or other indicators of academic standing.

Table 2.14. Percentage of schools that provide physical education teachers with specific materials, by school level—SHPPS 2014

Material	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Those who teach physical education at the school are provided with				
One or more physical education curricula	74.2 (69.4-78.5)	73.3 (66.0-79.5)	74.2 (67.1-80.3)	76.5 (69.3-82.4)
Lesson plans or learning activities for physical education	46.4 (41.3-51.6)	45.8 (38.3-53.5)	46.4 (38.5-54.6)	47.8 (40.3-55.5)
Plans or strategies for assessing or evaluating students in physical education	59.9 (54.4-65.2)	58.6 (50.6-66.2)	59.3 (51.3-66.8)	64.0 (56.1-71.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 2.15. Percentage of schools in which staff are prohibited or actively discouraged from using specific discipline practices, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Using physical activity (e.g., laps or push-ups) to punish students for bad behavior in physical education	67.4 (63.1-71.5)	72.0 (65.3-77.8)	63.9 (56.1-71.1)	60.4 (52.3-68.0)
Excluding students from all or part of physical education as punishment for bad behavior in physical education	56.5 (51.5-61.5)	58.7 (51.1-66.0)	51.4 (43.9-58.9)	57.6 (49.5-65.4)
Excluding students from all or part of physical education to punish them for bad behavior or failure to complete class work in another class	66.3 (61.8-70.5)	71.5 (64.7-77.5)	54.4 (47.0-61.5)	68.4 (60.4-75.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 2.16. Percentage of schools with physical education practices for students with disabilities,¹ by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Includes physical education in IEPs or 504 plans ²	91.2 (87.3-94.0)	89.3 (82.2-93.8)	90.6 (83.7-94.8)	96.4 (91.6-98.5)
Students with long-term physical, medical, or cognitive disabilities participate in required physical education	62.4 (57.0-67.5)	60.9 (53.0-68.2)	61.0 (52.3-69.1)	68.3 (59.0-76.3)
Students with disabilities participate in				
Adapted physical education only	19.0 (15.3-23.5)	17.5 (12.1-24.6)	17.6 (12.6-24.0)	24.8 (18.5-32.3)
Regular physical education only	55.2 (49.7-60.5)	52.4 (44.2-60.5)	55.0 (46.8-62.9)	62.3 (53.5-70.4)
Both adapted and regular physical education	26.1 (21.3-31.5)	29.5 (22.6-37.5)	19.4 (13.9-26.4)	26.2 (19.6-34.2)
When teaching students with disabilities, physical education teacher assisted by³				
Special education teacher(s)	28.4 (22.9-34.7)	23.2 (15.7-32.8)	30.4 (21.8-40.6)	39.7 (30.3-49.9)
Special education teacher's aide(s)	63.6 (56.5-70.1)	65.0 (53.9-74.7)	59.6 (47.3-70.8)	64.4 (54.1-73.6)
Adapted physical education teacher(s) or specialist(s)	23.7 (18.0-30.5)	27.0 (19.8-35.7)	20.5 (12.9-30.9)	18.8 (12.0-28.1)
Physical or occupational therapist(s)	26.2 (20.8-32.6)	35.9 (27.0-46.0)	13.5 (7.6-22.7)	16.0 (10.1-24.3)
Physical education teacher(s) or specialist(s)	33.1 (27.1-39.7)	29.8 (20.8-40.9)	36.1 (27.0-46.3)	37.9 (28.0-49.0)
Regular classroom teacher(s)	9.8 (6.0-15.8)	12.3 (6.5-22.2)	6.5 (3.0-13.4)	7.2 (3.7-13.7)
Other(s)	12.2 (8.1-17.8)	13.0 (7.7-21.0)	10.5 (4.8-21.7)	11.9 (6.0-22.2)
Adapted physical education taught by³				
Regular physical education teacher(s)	43.1 (33.3-53.4)	36.1 (23.0-51.7)	56.4 (41.2-70.5)	49.5 (36.6-62.4)
Adapted physical education teacher(s) or specialist(s)	52.8 (41.2-64.1)	59.9 (43.8-74.2)	40.6 (24.8-58.5)	44.7 (30.7-59.7)
Special education teacher(s)	9.6 (6.1-14.8)	4.1 (1.2-12.5)	13.7 (6.0-28.2)	21.0 (11.8-34.5)
Special education teacher's aide(s)	17.2 (11.6-24.7)	11.4 (5.4-22.2)	26.8 (13.8-45.7)	24.1 (14.7-36.9)
Physical or occupational therapist(s)	16.5 (10.1-25.8)	20.5 (10.9-35.2)	10.3 (3.5-26.7)	11.4 (5.4-22.4)
Regular classroom teacher(s)	2.1 (0.3-13.8)	3.6 (0.5-21.9)	0	0

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%. IEPs are Individualized Education Programs.

¹ Among the 68.2% of schools overall, 67.2% of elementary schools, 67.1% of middle schools, and 72.3% of high schools that had students with long-term physical, medical, or cognitive disabilities enrolled.

² Not asked among nonpublic schools.

³ Among the schools in which students with disabilities participate in required physical education.

Table 2.17. Percentage of schools with specific physical education facilities, by school level—SHPPS 2014

Facility	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Locker rooms with showers	36.8 (33.0-40.7)	10.5 (6.9-15.7)	53.9 (45.8-61.8)	80.9 (73.7-86.5)
For indoor physical education, has access to ¹				
Cardiovascular fitness center	18.5 (15.5-21.9)	7.2 (4.5-11.5)	20.7 (14.7-28.2)	44.1 (36.5-52.1)
Dance studio	9.3 (7.0-12.1)	3.3 (1.5-7.0)	9.7 (5.4-16.9)	23.6 (17.5-31.0)
Gymnasium	80.4 (74.5-85.1)	74.5 (65.5-81.7)	83.1 (75.0-88.9)	91.8 (86.2-95.3)
Indoor pool	9.2 (6.5-12.9)	6.5 (3.5-11.7)	7.9 (4.3-14.1)	17.6 (12.1-25.1)
Indoor track	3.6 (2.2-6.0)	1.9 (0.6-6.3)	4.1 (1.9-8.8)	7.2 (4.3-12.0)
Racquetball or squash court	3.1 (1.9-5.0)	1.7 (0.5-5.3)	2.7 (1.0-6.9)	7.2 (3.9-12.9)
Weight room	34.7 (30.7-38.9)	10.9 (7.3-16.1)	39.9 (32.2-48.1)	87.9 (82.1-92.1)
Wrestling room	13.7 (11.1-16.9)	4.6 (2.7-7.7)	10.8 (6.7-17.0)	40.5 (33.0-48.5)
For indoor physical education, uses				
Any trailers or mobile buildings	2.8 (1.4-5.5)	3.7 (1.5-8.4)	1.0 (0.3-4.0)	3.1 (1.5-6.5)
Cafeteria, auditorium, or other multi-purpose room	45.9 (40.5-51.4)	52.6 (44.5-60.5)	43.8 (35.4-52.5)	31.7 (24.8-39.4)
Regular classrooms	33.9 (29.1-39.0)	37.7 (30.9-45.0)	31.3 (24.0-39.6)	27.6 (20.8-35.6)
During a typical physical education class, gymnasium or multi-purpose room is ²				
Less than 50% full	51.8 (46.0-57.6)	54.1 (45.7-62.3)	49.7 (41.6-57.9)	49.2 (40.9-57.5)
50% to 75% full	26.6 (22.2-31.6)	24.9 (18.8-32.4)	26.7 (20.6-33.8)	30.2 (22.7-39.0)
76% to 100% full	17.4 (13.9-21.7)	17.4 (12.3-23.9)	18.1 (12.7-25.0)	16.8 (12.1-23.0)
Over capacity	4.1 (2.5-6.8)	3.5 (1.6-7.8)	5.5 (2.7-10.8)	3.8 (1.9-7.2)
For outdoor physical education, has access to ¹				
Baseball or softball field	67.8 (62.5-72.8)	65.5 (57.3-72.9)	63.8 (55.5-71.3)	79.0 (71.6-84.8)
General use field	88.1 (84.4-91.0)	90.7 (85.3-94.2)	82.3 (74.8-87.9)	88.9 (83.0-93.0)
Outdoor basketball court	61.8 (56.1-67.1)	72.6 (65.1-78.9)	53.7 (45.3-61.8)	45.2 (36.9-53.7)
Outdoor pool	3.2 (2.0-5.2)	2.9 (1.3-6.0)	3.6 (1.6-8.0)	3.5 (1.6-7.4)
Outdoor tennis court	35.4 (30.6-40.4)	28.5 (21.7-36.4)	33.6 (26.5-41.5)	55.0 (46.3-63.3)
Outdoor volleyball court	26.3 (21.4-31.7)	26.4 (20.2-33.7)	27.6 (21.1-35.2)	24.1 (17.7-31.8)
Physical activity or fitness stations	41.8 (36.7-47.1)	39.1 (31.3-47.4)	43.8 (36.4-51.5)	46.1 (38.5-53.9)
Playground equipment ³	92.7 (87.3-95.9)	92.7 (87.3-95.9)	NA	NA
Soccer or football field	68.2 (63.1-73.0)	60.9 (52.6-68.6)	68.5 (59.9-76.0)	86.3 (80.7-90.5)
Track for walking, jogging, or running	46.5 (42.0-51.1)	34.1 (27.2-41.8)	50.3 (42.3-58.3)	72.9 (65.8-78.9)
Uses parking lot or blacktop area for outdoor physical education	55.0 (49.8-60.2)	66.4 (59.0-73.0)	50.4 (42.4-58.3)	32.2 (24.2-41.5)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Either on or off school property.

² Among schools that use a gymnasium or multi-purpose room for indoor physical education.

³ Not asked among middle schools and high schools.

Table 2.18. Percentage of schools with specific practices related to physical activity clubs or intramural sports programs, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Offers opportunities for students to participate in physical activity clubs or intramural sports programs	54.7 (49.6-59.7)	53.9 (46.0-61.6)	61.1 (53.0-68.6)	48.5 (40.2-56.8)
Students are provided with information about physical activity clubs or intramural sports programs ¹				
During school announcements	88.2 (82.2-92.4)	84.2 (74.4-90.7)	93.6 (87.0-97.0)	90.7 (68.2-97.8)
On a school Web site or in a school publication	81.2 (75.4-85.9)	81.9 (73.3-88.2)	85.1 (76.7-90.8)	73.0 (56.7-84.8)
On posters or other materials on display at the school	83.3 (77.6-87.8)	84.0 (74.9-90.2)	79.6 (69.7-86.9)	87.4 (76.6-93.6)
Has activities offered only to boys ^{1,2}	10.8 (7.4-15.6)	6.5 (3.2-12.7)	15.7 (9.8-24.3)	15.1 (6.5-31.2)
Has activities offered only to girls ^{1,2}	20.9 (16.1-26.8)	15.7 (10.0-23.9)	34.1 (24.9-44.8)	13.4 (7.3-23.2)
Provides transportation home for students who participate in after-school physical activity clubs or intramural sports programs ^{1,3}	21.3 (16.0-27.7)	14.0 (8.4-22.6)	25.5 (17.5-35.5)	34.7 (24.0-47.3)
Students must pay an activity fee to participate in physical activity clubs or intramural sports programs ¹	37.4 (30.4-45.0)	39.4 (28.7-51.3)	34.2 (25.6-44.1)	37.1 (25.5-50.3)
Fee is waived if students cannot afford to pay ^{1,4}	79.3 (66.1-88.3)	72.9 (51.9-87.0)	89.9 (72.4-96.8)	79.7 (53.1-93.1)
Staff are paid to supervise, lead, or coach physical activity clubs or intramural sports programs ¹	56.4 (49.1-63.4)	51.0 (39.9-61.9)	67.1 (56.1-76.5)	53.6 (41.3-65.5)
Community members volunteer to supervise, lead, or coach physical activity clubs or intramural sports programs ¹	58.6 (51.9-65.0)	64.7 (54.1-73.9)	50.4 (40.2-60.6)	54.8 (41.4-67.5)
Those who supervise, lead, or coach physical activity clubs or intramural sports programs receive training from school or district ¹	28.4 (23.3-34.2)	24.3 (16.6-34.0)	34.1 (25.0-44.6)	31.3 (21.7-42.8)
Follows any national, state, or district guidelines for physical activity clubs or intramural sports programs ¹	36.9 (30.5-43.8)	37.4 (27.9-48.0)	34.1 (25.1-44.5)	40.3 (28.9-52.9)
Students must wear appropriate protective gear when engaged in physical activity clubs or intramural sports ^{1,5}	63.8 (56.4-70.5)	59.3 (48.7-69.2)	66.9 (56.0-76.3)	71.0 (57.5-81.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among schools that offer physical activity clubs or intramural sports programs.

² Not asked among single-sex schools.

³ In an additional 4.1% of schools overall, 3.4% of elementary schools, 1.8% of middle schools, and 9.6% of high schools, physical activity clubs/intramural sports programs do not meet after school.

⁴ Among schools in which students must pay a fee.

⁵ In an additional 31.5% of schools overall, 36.8% of elementary schools, 29.9% of middle schools, and 19.6% of high schools, students do not engage in any physical activity clubs or intramural sports that require protective gear.

Table 2.19. Percentage of schools that offer specific physical activity clubs or intramural sports programs to students, by school level—SHPPS 2014

Activity	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Aerobics (e.g., step or low-impact)	12.1 (9.5-15.4)	12.2 (8.2-17.8)	10.3 (6.7-15.4)	14.4 (9.2-22.0)
Archery	4.7 (3.2-6.8)	4.1 (2.1-7.9)	5.9 (3.3-10.3)	4.7 (2.1-9.9)
Badminton	7.1 (4.8-10.2)	5.2 (2.5-10.8)	8.6 (5.4-13.3)	9.7 (5.6-16.2)
Baseball, softball, or whiffleball	20.8 (16.8-25.4)	17.3 (12.1-24.2)	30.3 (22.8-39.1)	17.0 (11.6-24.1)
Basketball	37.9 (32.8-43.2)	35.1 (27.6-43.5)	47.5 (39.1-56.1)	32.3 (25.0-40.5)
Bowling	8.8 (6.5-11.9)	9.8 (6.2-15.3)	7.0 (4.1-11.7)	8.7 (4.9-14.7)
Canoeing or kayaking	2.1 (0.9-4.5)	2.0 (0.6-6.5)	1.4 (0.4-4.3)	3.1 (1.4-6.8)
Cardiovascular fitness	23.1 (19.0-27.7)	24.3 (18.1-31.6)	20.9 (15.0-28.4)	23.0 (15.9-32.2)
Dance (e.g., ballroom, folk, or square dance)	16.1 (12.5-20.5)	17.2 (11.9-24.2)	11.6 (7.6-17.5)	19.1 (13.1-27.1)
Football (e.g., touch or flag football)	23.5 (19.5-28.0)	19.4 (13.9-26.5)	36.1 (28.7-44.2)	17.2 (11.6-24.7)
Frisbee, Frisbee golf, or ultimate Frisbee	11.5 (8.6-15.1)	10.4 (6.4-16.5)	11.1 (7.3-16.7)	14.7 (9.0-23.0)
Golf	7.3 (5.2-10.3)	7.1 (4.1-12.0)	6.3 (3.6-10.8)	9.3 (5.5-15.5)
Gymnastics	7.0 (4.6-10.6)	9.0 (5.2-15.0)	5.2 (2.8-9.7)	4.3 (1.2-14.6)
Hiking, backpacking, or orienteering	3.2 (2.0-5.1)	1.6 (0.6-4.4)	2.5 (1.0-6.0)	8.3 (4.5-15.0)
Hockey (e.g., field, floor, roller, or ice hockey)	13.6 (10.4-17.5)	12.7 (8.2-19.3)	17.3 (12.1-24.0)	10.9 (6.5-17.8)
Jump rope	15.6 (12.1-20.0)	18.5 (12.8-25.8)	14.5 (9.9-20.9)	9.8 (5.6-16.5)
Lacrosse	4.1 (2.6-6.3)	1.4 (0.5-4.0)	6.1 (2.9-12.5)	8.2 (4.5-14.4)
Martial arts	5.3 (3.2-8.5)	7.4 (4.1-12.8)	3.8 (1.5-9.4)	1.7 (0.6-5.1)
Non-stationary bicycling	3.4 (1.9-6.1)	3.1 (1.1-8.4)	3.1 (1.5-6.6)	4.5 (1.8-11.0)
Pilates	2.3 (1.2-4.3)	2.8 (1.2-6.6)	1.7 (0.5-5.3)	1.8 (0.6-4.9)
Racquet sports, other than tennis (e.g., racquetball, squash, or paddleball)	8.4 (5.9-11.9)	8.1 (4.7-13.6)	8.2 (4.4-14.5)	9.7 (4.8-18.5)
Rock climbing	3.3 (2.0-5.5)	4.5 (2.4-8.3)	0.4 (0.0-2.5)	4.4 (1.7-10.9)
Running or jogging	30.9 (26.3-35.8)	34.1 (27.0-42.0)	34.1 (26.9-42.2)	18.3 (12.6-25.7)
Skating (e.g., roller, in-line, or ice skating, or skateboarding)	3.3 (1.8-6.1)	4.2 (2.0-8.8)	2.4 (0.9-6.4)	2.4 (0.7-7.4)
Skiing (e.g., cross-country, downhill, or water skiing)	3.6 (2.2-6.0)	3.2 (1.5-6.6)	2.6 (1.0-6.3)	6.2 (3.2-11.6)
Soccer	26.4 (22.0-31.2)	28.3 (21.5-36.4)	29.2 (22.1-37.4)	17.6 (12.1-24.9)
Swimming, diving, or water polo	5.1 (3.3-7.8)	4.1 (1.9-8.7)	6.6 (3.6-11.8)	5.8 (3.1-10.4)
Table tennis or ping-pong	6.0 (4.0-9.1)	4.6 (1.8-11.2)	5.2 (2.8-9.6)	10.9 (6.7-17.2)
Tennis	11.3 (8.3-15.3)	11.5 (7.1-18.0)	12.5 (8.2-18.5)	9.3 (5.6-15.1)
Volleyball	25.8 (22.1-29.8)	21.2 (15.7-28.0)	37.0 (29.8-44.8)	22.5 (16.3-30.3)
Walking	22.4 (18.1-27.3)	27.0 (20.3-35.0)	20.0 (14.3-27.4)	13.5 (7.8-22.2)
Weight training	11.4 (9.0-14.3)	4.0 (1.9-8.0)	15.5 (10.8-21.7)	25.1 (18.4-33.2)
Wrestling	6.5 (4.7-8.8)	3.9 (1.9-7.7)	10.2 (6.6-15.3)	8.2 (5.1-13.0)
Yoga	6.8 (4.5-10.2)	8.4 (4.9-14.1)	5.1 (2.6-10.0)	4.7 (1.9-11.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 2.20. Percentage of schools with specific practices related to community use of school facilities for physical activity, by school level—SHPPS 2014

Activity	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Children or adolescents use school's physical activity or athletic facilities¹ for				
Community-sponsored sports teams	63.1 (57.2-68.6)	59.8 (51.4-67.6)	64.6 (56.5-71.9)	69.5 (61.1-76.8)
Community-sponsored classes or lessons (e.g., tennis or gymnastics)	37.1 (32.2-42.2)	35.0 (28.6-42.1)	37.7 (29.9-46.2)	41.4 (33.7-49.5)
Community-sponsored supervised "open gym" or "free play"	30.8 (26.1-35.9)	25.9 (19.6-33.2)	31.9 (24.8-39.9)	41.7 (34.2-49.5)
Physical activity programs for children and adolescents offered				
Before school	10.5 (8.0-13.8)	9.9 (6.2-15.4)	12.3 (7.8-18.7)	9.9 (6.0-15.7)
After school	52.6 (47.3-57.9)	51.9 (44.1-59.7)	53.7 (45.2-62.0)	53.0 (44.0-61.8)
In the evenings	52.5 (47.0-58.0)	49.3 (41.3-57.4)	54.6 (46.7-62.3)	57.5 (49.2-65.5)
On the weekends	46.5 (41.3-51.7)	37.5 (30.5-45.1)	52.6 (44.6-60.5)	60.9 (52.7-68.5)
During school vacations	38.9 (34.0-43.9)	30.7 (23.8-38.7)	45.6 (37.8-53.6)	49.9 (41.7-58.1)
Adults who are not school employees use school's physical activity or athletic facilities¹ for				
Community-sponsored sports teams	42.8 (37.5-48.2)	37.3 (30.2-45.0)	47.0 (38.8-55.3)	51.0 (42.2-59.8)
Community-sponsored classes or lessons (e.g., tennis or gymnastics)	24.3 (20.2-28.9)	19.5 (14.3-25.9)	28.0 (21.1-36.1)	31.5 (25.0-38.8)
Community-sponsored supervised "open gym"	22.5 (18.6-27.0)	19.3 (14.2-25.7)	22.4 (16.3-30.0)	30.7 (23.9-38.4)
Physical activity programs for adults offered				
Before school	5.7 (3.9-8.3)	4.2 (2.2-7.9)	6.4 (3.2-12.4)	8.3 (4.9-13.9)
After school	22.0 (18.4-26.1)	20.4 (15.0-27.2)	23.7 (17.4-31.5)	23.9 (17.8-31.2)
In the evenings	36.5 (31.7-41.6)	29.9 (23.7-37.0)	42.3 (34.4-50.6)	45.6 (37.4-54.1)
On the weekends	30.5 (25.8-35.7)	23.3 (17.6-30.1)	36.0 (28.4-44.3)	41.7 (33.3-50.6)
During school vacations	25.7 (21.4-30.5)	18.5 (13.3-25.2)	31.3 (24.5-39.2)	36.3 (28.7-44.6)
Children or adults in the community can use school's outdoor physical activity and athletic facilities without being in a supervised program	52.6 (47.1-58.0)	55.1 (47.1-62.9)	48.2 (40.3-56.1)	51.9 (42.9-60.8)
Children or adults can use outdoor facilities				
Before school	37.6 (32.6-42.8)	38.8 (31.8-46.4)	34.4 (27.2-42.4)	38.5 (30.5-47.3)
After school	48.4 (43.0-53.9)	50.7 (42.6-58.7)	43.0 (35.5-50.8)	49.9 (41.0-58.8)
In the evenings	48.9 (43.2-54.5)	50.4 (42.0-58.7)	44.9 (37.2-52.9)	50.3 (41.3-59.3)
On the weekends	49.3 (43.7-54.8)	50.9 (42.7-59.0)	45.8 (38.2-53.6)	49.6 (40.6-58.7)
During school vacations	48.4 (42.9-54.0)	51.1 (43.0-59.1)	43.8 (36.3-51.7)	47.8 (38.9-56.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Outside of school hours or when school is not in session.

Table 2.21. Percentage of schools that offer specific interscholastic sports to students,¹ by school level—SHPPS 2014

Sport	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Badminton	2.7 (1.6-4.3)	0	3.7 (1.7-7.6)	8.1 (4.7-13.6)
Baseball	27.9 (24.2-31.9)	5.5 (3.0-9.8)	34.6 (27.4-42.7)	75.8 (66.9-82.9)
Basketball	48.5 (44.7-52.3)	14.3 (9.7-20.6)	80.9 (73.8-86.4)	92.2 (87.1-95.4)
Bowling	6.1 (4.4-8.4)	0.4 (0.1-3.1)	4.7 (2.5-8.5)	22.3 (16.0-30.2)
Cheerleading or competitive spirits	32.0 (28.5-35.7)	4.2 (1.9-8.8)	50.9 (42.6-59.2)	77.3 (69.4-83.7)
Cross country	30.2 (26.7-33.9)	7.0 (3.8-12.3)	41.6 (33.6-50.0)	74.1 (66.1-80.8)
Downhill or cross-country skiing	2.2 (1.1-4.2)	1.5 (0.5-4.6)	0	6.6 (3.2-13.1)
Fast pitch or slow pitch softball	29.1 (25.2-33.3)	7.5 (4.3-12.6)	38.0 (30.1-46.6)	71.9 (62.9-79.5)
Field hockey	4.5 (2.9-6.9)	1.0 (0.2-3.9)	6.7 (3.2-13.2)	10.6 (6.5-16.7)
Football	32.0 (28.5-35.8)	4.4 (2.2-8.6)	50.5 (42.1-59.0)	77.6 (69.8-83.9)
Golf	20.9 (17.9-24.1)	1.5 (0.5-4.6)	19.4 (14.0-26.3)	71.9 (65.1-77.8)
Gymnastics	2.2 (1.3-3.5)	0.3 (0.0-1.9)	1.9 (0.6-5.8)	7.5 (4.5-12.2)
Ice hockey	3.1 (2.0-4.9)	0.4 (0.1-3.1)	2.7 (1.0-7.4)	10.6 (6.5-16.7)
Lacrosse	6.3 (4.2-9.3)	1.4 (0.4-4.4)	7.5 (3.8-14.2)	16.9 (10.3-26.6)
Riflery	1.2 (0.6-2.2)	0	1.2 (0.3-5.0)	4.0 (2.0-7.7)
Soccer	29.4 (25.7-33.5)	8.5 (5.0-14.2)	39.9 (32.1-48.3)	68.8 (60.6-76.0)
Swimming or diving	11.3 (9.0-14.2)	2.6 (0.9-7.1)	10.8 (6.4-17.5)	34.3 (27.3-42.1)
Tennis	19.1 (16.1-22.7)	1.9 (0.7-5.1)	23.4 (16.8-31.5)	57.2 (48.7-65.3)
Track and field	36.2 (32.5-40.1)	7.1 (4.0-12.1)	57.5 (48.7-65.9)	81.9 (75.2-87.2)
Volleyball	39.2 (35.3-43.2)	8.9 (5.2-14.8)	62.9 (55.0-70.2)	84.5 (77.9-89.5)
Water polo	0.9 (0.4-1.9)	0	0	4.5 (2.1-9.2)
Weight lifting	6.4 (4.6-8.8)	0	7.7 (4.4-13.2)	21.1 (14.4-29.8)
Wrestling	17.4 (14.7-20.6)	0.4 (0.1-3.1)	22.7 (16.8-30.1)	53.6 (45.2-61.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ 56.4% of schools overall, 26.5% of elementary schools, 84.8% of middle schools, and 94.1% of high schools had an interscholastic sports program.

Table 2.22. Percentage of schools with practices related to interscholastic sports programs,¹ by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Has sports offered only to boys ²	35.3 (29.7-41.4)	13.5 (4.8-32.4)	31.7 (24.2-40.4)	49.6 (42.1-57.2)
Has sports offered only to girls ²	53.7 (47.6-59.7)	23.0 (10.0-44.5)	55.2 (46.3-63.7)	66.0 (58.3-73.0)
Tryout procedures				
Students must try out to be able to participate on all interscholastic sports teams	34.9 (28.9-41.5)	23.0 (10.9-42.2)	33.2 (25.7-41.7)	42.1 (33.4-51.4)
Students must try out to be able to participate on some interscholastic sports teams	32.9 (27.1-39.3)	22.6 (10.0-43.3)	30.2 (23.0-38.7)	40.5 (31.5-50.2)
Students are not required to try out to be able to participate on any interscholastic sports teams	32.2 (25.5-39.6)	54.5 (34.7-72.9)	36.6 (27.9-46.1)	17.4 (11.0-26.3)
Distributes a handbook for student athletes containing policies, regulations, rules, and enforcement measures for students who participate in interscholastic sports	78.6 (73.5-82.9)	70.5 (50.7-84.8)	73.7 (66.2-80.1)	87.7 (81.7-92.0)
Prohibits or actively discourages coaches from using physical activity (e.g., laps or push-ups) to punish students for poor performance or bad behavior in interscholastic sports	51.2 (44.9-57.4)	59.3 (39.1-76.8)	52.4 (43.3-61.3)	46.3 (38.2-54.6)
Provides transportation home for students who participate in interscholastic sports	33.1 (27.2-39.7)	21.5 (9.8-40.7)	28.3 (21.0-36.9)	43.8 (33.9-54.2)
Requires students to pay an activity fee to participate in interscholastic sports	43.5 (36.4-50.8)	51.6 (32.3-70.4)	44.6 (35.7-53.9)	38.7 (30.2-48.1)
Waives fee if students cannot afford to pay ³	86.7 (77.9-92.3)	90.1 (53.1-98.7)	90.0 (74.7-96.5)	80.5 (67.4-89.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 56.4% of schools overall, 26.5% of elementary schools, 84.8% of middle schools, and 94.1% of high schools with an interscholastic sports program.

² Not asked among single-sex schools.

³ Among schools in which students must pay a fee.

Table 2.23. Percentage of schools in which the interscholastic sports program almost always or always engaged in specific practices,¹ by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Actively discourages student use of steroids, hormones, or other substances to enhance athletic performance	92.2 (87.4-95.3)	85.3 (65.5-94.7)	92.2 (85.5-96.0)	95.1 (89.0-97.9)
Avoids excesses in training regime that may result in injuries (e.g., heat stroke, exhaustion, dehydration, sprains, or strains)	86.6 (81.6-90.4)	79.4 (59.4-91.0)	87.6 (81.4-92.0)	88.6 (81.7-93.1)
Reports all sports-related injuries to the appropriate authority	93.3 (88.5-96.1)	86.5 (68.4-95.0)	96.3 (88.6-98.8)	92.7 (86.2-96.2)
Requires neurocognitive testing of student athletes before participation	21.7 (17.1-27.1)	2.8 (0.4-17.7)	14.6 (10.0-20.9)	38.1 (30.0-46.8)
Requires physical examination of student athletes by a healthcare provider before participation	84.4 (79.0-88.6)	52.5 (32.9-71.4)	86.1 (79.2-90.9)	96.2 (91.6-98.3)
Requires student athletes and their parents to review and sign a concussion information sheet before participation	68.1 (61.3-74.3)	40.0 (22.3-60.7)	64.3 (55.3-72.4)	84.7 (74.9-91.2)
Rewards students for good sportsmanship, teamwork, and adherence to safety rules	62.8 (57.0-68.2)	61.9 (41.0-79.1)	61.1 (52.7-69.0)	65.0 (57.7-71.7)
Strictly enforces prohibitions against alcohol or drug use	97.1 (94.2-98.5)	93.3 (76.0-98.4)	97.9 (93.4-99.3)	97.7 (94.1-99.1)
Strictly enforces prohibitions against dangerous athletic behaviors (e.g., spearing in football, high sticking in hockey, or bat throwing in baseball)	96.5 (93.6-98.1)	97.2 (81.8-99.6)	95.7 (90.5-98.2)	97.0 (92.9-98.7)
Strictly enforces prohibitions against violence and aggression by students, spectators, coaches, and other persons during sporting events	96.1 (93.1-97.8)	97.2 (81.8-99.6)	95.8 (90.7-98.1)	96.0 (91.2-98.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 56.4% of schools overall, 26.5% of elementary schools, 84.8% of middle schools, and 94.1% of high schools with an interscholastic sports program.

Table 2.24. Percentage of schools in which the interscholastic sports program engaged in specific practices related to concussions and other injuries,¹ by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Students must wear appropriate protective gear when engaged in interscholastic sports ²	99.7 (98.0-100.0)	100	100	99.4 (95.5-99.9)
Establishes criteria, including clearance by a healthcare provider, before allowing further participation in practice or reentry into game play after a suspected concussion	94.8 (89.8-97.4)	82.9 (61.1-93.7)	95.1 (89.3-97.9)	99.2 (96.4-99.8)
Establishes criteria for safe playing conditions (e.g., avoiding extreme temperatures or dangerous field conditions)	97.0 (94.4-98.4)	97.2 (81.8-99.6)	96.2 (91.5-98.4)	97.8 (93.3-99.3)
Provided educational materials to student athletes or their parents on preventing, recognizing, and responding to concussions ³	77.1 (71.3-82.1)	48.8 (29.4-68.6)	74.4 (65.5-81.6)	91.9 (86.7-95.2)
Provided educational sessions to student athletes or their parents on preventing, recognizing, and responding to concussions ³	51.6 (45.1-58.1)	17.1 (7.1-35.8)	46.9 (38.3-55.8)	71.9 (63.3-79.2)
“Heads Up” materials included in educational materials provided to student athletes or their parents ⁴	49.6 (42.1-57.1)	50.6 (21.8-79.0)	48.3 (37.4-59.5)	50.5 (40.7-60.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 56.4% of schools overall, 26.5% of elementary schools, 84.8% of middle schools, and 94.1% of high schools with an interscholastic sports program.

² In an additional 12.4% of schools overall, 39.9% of elementary schools, 11.7% of middle schools, and 1.3% of high schools, students do not engage in any interscholastic sports that require protective gear.

³ During the 12 months before the study.

⁴ Among schools that provided educational materials to student athletes or their parents.

Table 2.25. Percentage of schools with specific interscholastic sports program staffing practices,¹ by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Head coach is required to				
Have previous coaching experience in any sport	36.5 (30.8-42.6)	32.7 (16.8-53.9)	33.1 (25.5-41.7)	42.1 (33.9-50.7)
Have previous coaching experience in the sports they will be coaching	36.8 (31.2-42.8)	27.0 (13.0-47.7)	28.9 (22.1-36.8)	50.3 (41.4-59.3)
Have a teaching certificate	26.6 (20.9-33.2)	22.1 (9.9-42.1)	29.0 (22.1-37.1)	25.7 (18.7-34.3)
Complete a coaches’ training course	66.3 (59.8-72.3)	37.0 (20.2-57.8)	61.3 (52.2-69.8)	84.7 (77.4-90.0)
Complete a sports safety course	71.0 (64.4-76.9)	36.9 (20.2-57.5)	70.2 (61.0-78.0)	86.9 (80.1-91.5)
Be certified in first aid	66.8 (59.8-73.0)	49.8 (30.5-69.2)	61.4 (51.9-70.1)	80.0 (72.6-85.8)
Be certified in CPR	68.0 (60.9-74.3)	55.5 (35.4-74.0)	62.0 (52.2-71.0)	80.1 (72.1-86.2)
Have training on how to prevent, recognize, and respond to concussions among student athletes	80.4 (74.1-85.5)	60.8 (40.9-77.7)	75.5 (66.3-82.8)	94.6 (88.6-97.5)
Be employed by school or school district	44.6 (37.8-51.6)	39.9 (22.5-60.3)	42.7 (34.4-51.5)	48.7 (39.7-57.7)
Assistant coaches or volunteer athletic aides are required to complete a training course ²	68.8 (62.0-74.9)	51.8 (29.3-73.6)	59.0 (50.0-67.5)	85.0 (78.1-90.0)
Has certified athletic trainers that provide services for the interscholastic sports teams	47.3 (40.9-53.8)	23.1 (10.4-43.9)	36.4 (28.2-45.6)	70.2 (61.7-77.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 56.4% of schools overall, 26.5% of elementary schools, 84.8% of middle schools, and 94.1% of high schools with an interscholastic sports program.

² An additional 7.4% of schools overall, 27.6% of elementary schools, 4.6% of middle schools, and 1.8% of high schools with an interscholastic sports program do not have assistant coaches or volunteer athletic aides.

Table 2.26. Elementary schools with specific practices related to recess—SHPPS 2014

Practice	Elementary schools (%)
Students participate in regularly scheduled recess during the school day in¹	
Kindergarten	94.9 (90.3-97.4)
1st grade	95.0 (90.2-97.5)
2nd grade	94.7 (90.0-97.3)
3rd grade	94.3 (89.5-97.0)
4th grade	93.3 (87.9-96.3)
5th grade	90.6 (84.6-94.4)
6th grade	34.9 (23.6-48.1)
Number of days per week students are scheduled to have recess (mean) ²	4.9 (4.8-5.0)
Number of minutes students spend in recess each day (mean) ²	26.9 (24.9-29.0)
Classes with regularly scheduled recess immediately before lunch	
None	38.2 (30.9-46.1)
Less than half	22.6 (16.9-29.6)
Half	23.1 (16.8-30.9)
More than half	4.7 (2.4-9.3)
All	11.3 (7.2-17.5)
Classes with regularly scheduled recess immediately after lunch	
None	16.3 (10.8-23.8)
Less than half	14.6 (8.9-22.8)
Half	24.3 (17.8-32.2)
More than half	18.6 (13.4-25.4)
All	26.2 (20.1-33.4)
Staff prohibited or actively discouraged from excluding students from all or part of recess as punishment for bad behavior or failure to complete class work	54.4 (46.2-62.4)
Recess structure	
Students engage in free play or physical activity	93.1 (87.7-96.3)
Students are required or encouraged to use physical activity or fitness stations	2.8 (1.3-6.2)
Other	4.0 (1.9-8.5)
Recess is held outdoors, weather permitting	100
When recess cannot be held outside	
Students participate in physical activity in the gymnasium, multi- purpose room, or cafeteria	29.8 (22.9-37.9)
Students participate in physical activity in regular classrooms	17.9 (12.7-24.4)
Students watch a DVD/video ³	5.8 (2.9-11.1)
Students engage in other sedentary activities (e.g., board games)	39.5 (31.9-47.5)
Other	7.0 (4.2-11.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among elementary schools with students in that grade.

² Among schools in which students participate in regularly scheduled recess.

³ Does not include physical activity DVDs/videos.

Table 2.27. Percentage of schools with specific practices related to physical activity, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Students participate in regular physical activity breaks outside of physical education, during the school day	45.4 (40.3-50.6)	43.3 (35.5-51.4)	64.1 (55.6-71.8)	26.5 (20.3-33.9)
Has a specified time or event for school-wide physical activity outside of physical education classes ¹ (e.g., during morning announcements)	21.8 (18.0-26.1)	18.5 (12.9-25.8)	34.4 (27.6-42.0)	13.6 (9.0-20.1)

¹ Question included “and recess” for elementary schools.

Table 2.28. Required physical education classes and courses with specific characteristics, by school level—SHPPS 2014

Characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Class is combined health education and physical education course ¹	32.8 (26.3-40.0)	NA	36.4 (27.9-45.8)	26.4 (18.5-36.1)
Number of students enrolled in class (mean)	26.4 (24.8-28.0)	25.4 (23.5-27.4)	30.0 (27.5-32.6)	27.8 (25.2-30.4)
Taught types of skills or activities				
Movement concept and skills ²	98.9 (95.6-99.7)	98.9 (95.6-99.7)	NA	NA
Individual or paired activities	97.1 (93.8-98.7)	97.6 (93.6-99.2)	94.2 (87.6-97.3)	97.6 (94.3-99.0)
Group or team activities	96.7 (94.2-98.2)	96.5 (93.0-98.3)	98.1 (95.0-99.3)	95.9 (91.3-98.1)
Aquatic activities	4.0 (2.5-6.2)	3.1 (1.6-6.2)	5.0 (2.5-10.0)	9.3 (4.9-16.9)
Dance activities	56.1 (50.2-61.8)	63.5 (55.9-70.5)	34.5 (26.8-43.2)	29.7 (22.3-38.4)
Class time allocated for students to be physically active				
0 to 24 percent	0.9 (0.3-2.3)	0.8 (0.2-2.8)	1.2 (0.2-8.4)	0.6 (0.1-2.5)
25 to 49 percent	3.8 (2.2-6.6)	3.9 (1.9-7.8)	3.7 (1.6-8.4)	3.4 (1.3-8.5)
50 to 74 percent	29.2 (23.3-36.0)	26.7 (20.0-34.6)	35.5 (27.0-45.1)	40.1 (29.8-51.2)
75 to 100 percent	66.1 (59.1-72.5)	68.6 (60.3-75.9)	59.6 (50.2-68.3)	56.0 (45.1-66.3)
Class is taught online	0.0 (0.0-0.2)	0	0	0.4 (0.1-2.7)
Teacher collected suggestions from students about the class	57.9 (51.3-64.3)	54.1 (45.8-62.2)	66.8 (58.8-74.0)	75.2 (64.0-83.9)
Teacher invited principal or other school administrators to observe the class	76.2 (70.0-81.4)	75.6 (67.7-82.0)	80.6 (72.4-86.8)	73.8 (63.0-82.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary school classes.

² Not asked among middle school and high school courses.

Table 2.29. Percentage of required classes and courses in which teachers spent specified numbers of contact hours on specific skills or activities,¹ by school level—SHPPS 2014

Skill or activity	0 hours	1-5 hours	6-10 hours	More than 10 hours
Combination movement skills (e.g., combining traveling, balancing, and weight transfer)	3.6 (1.6-7.8)	40.1 (32.2-48.6)	28.5 (22.2-35.7)	27.8 (20.7-36.3)
Locomotor skills (e.g., walking, skipping, or hopping)	5.6 (3.1-10.2)	37.7 (31.4-44.8)	23.6 (17.6-30.7)	32.9 (26.2-40.4)
Manipulative skills (e.g., throwing, catching, kicking, or striking)	4.0 (1.5-10.4)	23.0 (16.8-30.6)	28.8 (22.4-36.2)	44.2 (36.2-52.5)
Movement concepts and skills ²				
Non-locomotor skills (e.g., bending, twisting, or rocking)	7.8 (4.8-12.4)	48.6 (41.8-55.5)	21.9 (16.3-28.7)	21.7 (15.9-28.9)
Space awareness (e.g., space, directions, or levels)	4.0 (1.8-8.7)	46.3 (38.5-54.3)	14.8 (10.5-20.4)	35.0 (27.0-43.8)
Individual or paired activities				
Aerobics (e.g., step or low-impact)	32.1 (26.7-38.1)	42.5 (36.2-48.9)	11.1 (8.1-15.0)	14.3 (10.0-20.1)
Archery	95.0 (92.9-96.5)	2.4 (1.3-4.2)	2.3 (1.4-3.8)	0.3 (0.1-0.9)
Badminton	70.2 (64.0-75.7)	21.9 (17.0-27.6)	5.3 (3.6-7.8)	2.7 (1.8-4.0)
Bowling	46.8 (40.3-53.4)	43.9 (37.3-50.7)	7.0 (4.4-11.0)	2.3 (1.0-5.3)
Canoeing or kayaking	98.0 (96.3-98.9)	1.0 (0.4-2.3)	0.9 (0.4-2.0)	0.1 (0.0-1.0)
Cardiovascular exercise machines (e.g., rowers, ski machines, stair climbers, stationary bikes, or treadmills)	85.2 (81.4-88.4)	5.9 (3.9-8.7)	4.5 (3.1-6.4)	4.4 (2.7-7.0)
Climbing ropes or wall ladders	80.4 (73.2-86.0)	16.2 (11.1-23.0)	2.3 (1.0-5.3)	1.1 (0.4-3.4)
Climbing walls	79.4 (72.1-85.3)	14.8 (10.3-20.9)	4.9 (2.7-8.7)	0.8 (0.2-2.8)
Physical activity or fitness stations	7.7 (5.0-11.7)	39.8 (34.2-45.7)	27.4 (22.6-32.7)	25.1 (19.8-31.3)
Frisbee or Frisbee golf	43.9 (38.4-49.6)	45.1 (39.2-51.1)	7.6 (5.2-11.0)	3.4 (1.9-6.0)
Golf	82.3 (76.6-86.8)	15.9 (11.6-21.4)	0.9 (0.2-3.3)	1.0 (0.3-3.5)
Gymnastics	60.5 (54.4-66.3)	27.7 (22.7-33.4)	10.1 (6.8-14.8)	1.7 (0.6-4.1)
Hiking, backpacking, or orienteering	95.0 (91.8-97.0)	4.1 (2.4-6.9)	0.5 (0.1-2.2)	0.3 (0.1-1.7)
Jumping rope	13.1 (10.0-17.0)	54.9 (48.1-61.5)	19.4 (14.8-25.0)	12.7 (9.2-17.2)
Martial arts	93.1 (88.8-95.8)	5.4 (3.2-8.9)	1.4 (0.5-4.3)	0.1 (0.0-0.4)
Non-stationary bicycling	97.2 (95.1-98.4)	2.0 (1.0-4.0)	0.7 (0.2-2.3)	0.1 (0.0-0.3)
Pilates	88.2 (84.0-91.4)	9.1 (6.3-13.0)	2.0 (0.8-4.8)	0.8 (0.2-3.0)
Racquet sports other than tennis (e.g., racquetball, squash, or paddleball)	66.0 (59.3-72.2)	26.9 (21.1-33.5)	4.2 (2.6-6.7)	2.8 (1.5-5.2)
Rock climbing	90.1 (84.2-93.9)	7.4 (4.3-12.6)	1.4 (0.4-4.5)	1.1 (0.3-3.3)
Running or jogging	1.9 (1.0-3.7)	35.8 (30.0-42.2)	24.9 (19.9-30.7)	37.3 (31.1-44.0)
Skating (e.g., roller, in-line, or ice skating, or skateboarding)	92.7 (88.6-95.4)	6.0 (3.6-9.9)	0.7 (0.3-1.7)	0.6 (0.1-2.3)
Skiing (e.g. cross-country, downhill, or water skiing)	98.6 (97.0-99.3)	1.0 (0.4-2.3)	0.4 (0.1-2.3)	0
Student-designed games	44.6 (38.6-50.9)	36.3 (30.6-42.5)	11.9 (8.6-16.2)	7.2 (4.6-11.0)
Table tennis or ping-pong	89.7 (85.7-92.7)	8.2 (5.5-12.1)	1.7 (0.8-3.6)	0.4 (0.1-1.1)
Tennis	68.2 (61.7-74.0)	24.3 (19.2-30.3)	4.8 (3.0-7.7)	2.6 (1.2-5.8)
Track and field	42.7 (36.5-49.1)	39.3 (33.3-45.6)	11.5 (8.0-16.1)	6.6 (4.0-10.5)
Walking	19.8 (15.1-25.4)	45.6 (39.2-52.1)	15.1 (11.5-19.6)	19.6 (15.0-25.3)
Weight training	78.1 (73.9-81.8)	12.6 (9.5-16.5)	5.6 (3.8-8.1)	3.7 (2.4-5.7)
Wrestling	96.6 (93.8-98.1)	2.7 (1.3-5.4)	0.3 (0.1-1.0)	0.4 (0.1-2.7)
Yoga	72.9 (67.1-78.1)	22.6 (17.7-28.4)	3.2 (1.6-6.0)	1.3 (0.5-3.3)
Group or team activities				
Baseball, softball, or whiffle ball	34.6 (29.0-40.7)	43.1 (37.1-49.3)	13.2 (10.0-17.1)	9.1 (6.3-13.0)
Basketball	15.2 (11.6-19.7)	49.5 (43.6-55.4)	19.8 (15.8-24.6)	15.5 (11.5-20.6)
Dodgeball or bombardment	45.0 (38.7-51.5)	35.5 (29.7-41.7)	11.1 (7.8-15.6)	8.4 (5.7-12.4)

Table 2.29. continued

Skill or activity	0 hours	1-5 hours	6-10 hours	More than 10 hours
Touch or flag football	47.4 (41.8-53.0)	36.5 (31.2-42.3)	9.8 (7.4-12.9)	6.3 (4.5-8.8)
Hockey (e.g., field, floor, roller, or ice hockey)	49.6 (43.4-55.8)	39.9 (34.3-45.8)	7.8 (5.4-11.1)	2.7 (1.4-5.2)
Kickball	26.7 (21.8-32.3)	53.4 (47.6-59.2)	12.9 (9.6-17.1)	7.0 (4.2-11.2)
Lacrosse	87.4 (82.2-91.2)	10.6 (7.0-15.7)	1.0 (0.5-1.9)	1.0 (0.3-3.4)
Soccer	21.5 (16.9-26.9)	45.9 (40.1-51.9)	22.5 (18.1-27.7)	10.1 (6.8-14.7)
Student-designed games	45.1 (39.0-51.4)	39.6 (34.0-45.4)	9.2 (6.3-13.1)	6.1 (3.9-9.5)
Ultimate Frisbee	65.6 (60.2-70.6)	26.6 (21.9-31.9)	4.8 (3.3-7.0)	3.0 (1.7-5.2)
Volleyball	33.4 (28.4-38.9)	45.7 (39.8-51.7)	12.7 (9.7-16.5)	8.2 (5.6-11.6)
Group or team activities (elementary school)²				
Duck-duck-goose	77.8 (70.6-83.7)	20.1 (14.4-27.3)	0.6 (0.2-1.8)	1.6 (0.5-4.4)
Elimination tag	46.5 (38.5-54.7)	40.2 (33.1-47.6)	10.6 (6.8-16.1)	2.8 (1.3-5.8)
King of the hill or capture the flag	58.6 (50.6-66.1)	35.7 (28.4-43.8)	4.2 (2.2-8.0)	1.5 (0.6-3.6)
Red rover	89.9 (84.7-93.4)	9.5 (6.0-14.6)	0	0.7 (0.2-2.7)
Relay races	14.8 (9.7-22.1)	61.4 (53.6-68.7)	14.2 (9.6-20.3)	9.6 (5.8-15.3)
Dance activities				
Folk or multicultural dances	51.6 (42.6-60.5)	39.4 (30.6-48.8)	7.2 (3.9-13.2)	1.8 (0.7-4.8)
Performing art dances (e.g., ballet, jazz, tap, or modern dances)	70.3 (62.7-76.9)	24.6 (18.4-32.1)	3.9 (1.6-9.2)	1.2 (0.2-5.7)
Social dances (e.g., ballroom dances, line dances, hip hop, or party dances)	21.3 (15.4-28.7)	65.0 (57.0-72.2)	9.9 (6.0-15.9)	3.8 (1.7-8.5)
Square dances	73.1 (64.8-80.1)	22.4 (15.9-30.6)	4.1 (1.9-8.8)	0.3 (0.0-2.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the elementary school classes in which the skill or activity was taught as part of required physical education, and among the required courses in middle schools and high schools in which the topic was taught.

² Not asked among middle school and high school courses.

Table 2.30. Mean number of minutes provided for students to do specific activities during a typical physical education class period, by school level—SHPPS 2014

Activity	Total classes/ courses	Elementary school classes	Middle school courses	High school courses
Change clothes before class	2.0 (1.2-2.7)	0.9 (0.0,1.7) ¹	4.8 (3.9-5.8)	6.3 (5.4-7.2)
Have roll taken, listen to announcements, and participate in other administrative tasks while not being physically active	2.2 (1.9-2.5)	1.9 (1.6-2.2)	3.0 (2.2-3.8)	3.2 (2.7-3.6)
Do warm-up activities	6.6 (6.2-7.1)	6.5 (5.9-7.0)	7.1 (6.4-7.7)	7.3 (6.5-8.2)
Receive instruction through lecture or demonstration	5.2 (4.8-5.8)	5.0 (4.4-5.6)	5.4 (4.7-6.2)	7.0 (5.5-8.4)
Do skills drills	11.4 (10.4-12.3)	11.4 (10.3-12.6)	11.1 (9.7-12.4)	11.3 (9.4-13.2)
Participate in games, sports, or dance	20.4 (19.3-21.4)	18.9 (17.6-20.1)	24.7 (23.3-26.2)	26.0 (23.7-28.3)
Do cool-down activities	2.8 (2.4-3.1)	2.7 (2.3-3.1)	2.9 (2.5-3.3)	3.0 (2.5-3.5)
Shower or change clothes after activities	1.4 (1.2-1.6)	0.3 (0.1-0.4)	4.1 (3.5-4.7)	5.9 (5.4-6.5)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Lower confidence limits < 0 have been truncated to 0.0.

Table 2.31. Percentage of schools in which teachers taught specific physical education topics in at least one required physical education class or course, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Balancing food intake and physical activity to maintain a healthy weight	73.2 (68.1-77.7)	75.5 (67.7-81.8)	65.5 (57.0-73.1)	76.7 (67.5-83.9)
Dangers of using performance-enhancing drugs and supplements (e.g., steroids)	41.5 (36.6-46.5)	28.5 (22.4-35.6)	54.5 (46.8-61.9)	58.4 (49.0-67.2)
Developing an individualized physical activity plan ¹	63.5 (57.1-69.5)	NA	59.7 (51.0-67.8)	68.2 (58.7-76.3)
Health-related fitness (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition)	90.6 (86.7-93.4)	88.6 (82.9-92.6)	91.6 (85.0-95.4)	94.2 (88.8-97.1)
How much physical activity is enough (i.e., determining frequency, intensity, duration, and type of physical activity)	75.4 (70.5-79.7)	71.4 (63.8-78.0)	78.4 (69.8-85.1)	82.0 (73.3-88.3)
How to find valid information, services, or products related to physical activity and fitness	47.3 (42.4-52.4)	39.5 (32.5-47.0)	55.8 (48.3-63.0)	56.9 (46.9-66.3)
Identifying and overcoming barriers to physical activity	72.4 (67.4-76.9)	69.8 (62.1-76.6)	76.6 (68.3-83.2)	73.8 (64.3-81.4)
Mechanics of movement (e.g., the role of muscles in movement, force absorption, or throwing mechanisms)	75.6 (70.9-79.7)	72.5 (64.9-79.1)	81.5 (73.7-87.4)	76.1 (67.0-83.3)
Monitoring progress toward reaching goals in an individualized physical activity plan ¹	71.1 (64.8-76.6)	NA	65.8 (56.9-73.8)	77.4 (68.4-84.5)
Opportunities for physical activity in the community	76.5 (71.6-80.9)	81.0 (74.0-86.5)	73.7 (65.9-80.3)	68.6 (59.6-76.4)
Phases of an exercise session (i.e., warm-up, workout, and cool down)	90.4 (86.5-93.3)	88.1 (81.4-92.7)	93.6 (88.1-96.6)	92.3 (85.1-96.2)
Preventing injury during physical activity	90.1 (86.8-92.7)	88.2 (82.6-92.2)	92.8 (87.3-96.0)	91.6 (83.8-95.9)
Setting personal goals for physical activity participation	86.0 (82.1-89.1)	82.6 (76.0-87.7)	88.7 (82.5-92.9)	91.1 (84.9-94.9)
Skill-related fitness (i.e., agility, power, balance, speed, and coordination)	86.0 (81.6-89.4)	83.9 (76.5-89.3)	91.7 (85.1-95.5)	84.3 (75.6-90.3)
The difference between moderate and vigorous physical activity	91.1 (87.7-93.7)	89.6 (84.1-93.3)	94.7 (89.0-97.6)	90.6 (82.5-95.2)
The difference between physical activity, exercise, and fitness	80.1 (75.2-84.1)	76.8 (69.0-83.1)	86.1 (77.5-91.8)	80.9 (71.8-87.6)
The importance of healthy eating	82.7 (78.1-86.4)	88.4 (81.6-92.9)	72.3 (63.8-79.5)	80.7 (71.0-87.8)
The physical, psychological, or social benefits of physical activity	89.2 (85.6-92.0)	88.0 (81.9-92.2)	88.9 (82.5-93.2)	92.5 (83.5-96.8)
The role of physical activity in reducing risk for chronic diseases (e.g., diabetes, heart disease, or osteoporosis)	81.6 (77.0-85.4)	83.1 (76.0-88.4)	78.0 (70.1-84.2)	82.2 (74.1-88.2)
Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)	65.2 (60.0-70.1)	62.2 (54.2-69.5)	74.8 (67.4-81.0)	61.5 (52.5-69.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

Table 2.32. Percentage of schools in which teachers in at least one required class or course used specific materials when planning to teach or teaching physical education, by school level—SHPPS 2014

Material	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Any state-developed curricula or standards for physical education	87.5 (83.6-90.6)	88.5 (82.6-92.6)	90.6 (83.1-94.9)	81.4 (72.8-87.8)
Any district-developed curricula or standards for physical education	62.6 (56.9-67.9)	61.9 (53.5-69.6)	61.1 (51.8-69.6)	66.1 (56.8-74.3)
Any school-developed curricula or standards for physical education	61.9 (56.6-67.0)	60.0 (52.0-67.4)	62.1 (53.7-69.9)	66.6 (57.4-74.6)
Internet resources (e.g., PE Central or NASPE's Teacher's Toolbox)	85.1 (81.0-88.4)	89.0 (83.2-93.0)	86.5 (80.0-91.2)	73.2 (63.3-81.3)
Any commercially developed curricula	43.9 (38.9-49.0)	48.5 (40.5-56.6)	34.8 (27.7-42.8)	42.8 (33.0-53.2)
A commercially developed student textbook	16.1 (12.8-20.1)	11.0 (6.8-17.2)	17.2 (11.0-25.9)	27.9 (20.4-37.0)
A commercially developed teacher's guide	32.3 (27.7-37.4)	37.7 (30.6-45.4)	26.7 (19.6-35.2)	25.7 (18.9-33.8)
Physical education student performance assessment materials	77.2 (72.1-81.6)	77.5 (69.6-83.8)	80.7 (73.2-86.6)	72.0 (63.3-79.3)
Any materials from health organizations (e.g., the American Heart Association or American Cancer Society)	59.3 (54.3-64.1)	69.3 (61.7-75.9)	52.0 (44.1-59.7)	42.6 (34.7-50.8)
Any materials from the President's Council on Fitness, Sports and Nutrition (e.g., the PYFP)	57.2 (51.8-62.5)	55.7 (47.5-63.6)	62.8 (54.0-70.7)	54.3 (44.7-63.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 2.33. Percentage of physical education classes or courses in which teachers sometimes or often used specific practices and teaching methods when teaching the class, by school level—SHPPS 2014

Practice or method	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Practiced active supervision (i.e., observing, listening to students, anticipating and effectively responding to unsafe situations, and discouraging pushing and bullying)	96.2 (93.3-97.8)	95.6 (91.7-97.7)	98.5 (94.0-99.7)	96.6 (91.4-98.7)
Allowed highly skilled students to dominate activities and games	16.2 (12.4-20.7)	13.9 (9.5-20.0)	21.6 (15.8-28.8)	25.8 (18.8-34.5)
Called students by name	99.2 (97.1-99.8)	99.0 (96.1-99.8)	99.7 (98.0-100.0)	99.1 (96.5-99.8)
Encouraged prosocial behaviors (i.e., cooperation, conflict resolution, and helping others)	97.2 (94.5-98.6)	97.1 (93.3-98.7)	98.0 (93.6-99.4)	96.7 (92.4-98.6)
Engaged in physical activity with students	86.0 (81.6-89.4)	87.7 (81.9-91.9)	80.0 (71.2-86.5)	81.0 (72.3-87.5)
Ensured all students have a piece of physical activity or fitness equipment	95.6 (91.7-97.7)	95.6 (90.4-98.0)	96.1 (91.4-98.2)	94.6 (87.4-97.8)
Had many students stand in line or on the sidelines watching others and waiting for a turn	28.5 (23.5-34.1)	26.8 (20.8-33.9)	37.4 (30.0-45.3)	28.1 (18.7-39.9)
Had team captains choose team members	22.5 (17.7-28.1)	19.5 (13.8-26.8)	34.3 (26.1-43.5)	27.3 (20.1-35.9)
Kept students active when checking attendance	69.2 (63.4-74.5)	70.2 (62.7-76.8)	67.9 (59.4-75.3)	63.9 (53.6-73.1)
Minimized exposure to sun, smog, and extreme temperatures	85.7 (80.7-89.6)	86.4 (80.2-90.9)	84.7 (78.3-89.4)	81.0 (73.4-86.8)
Offered activities that take into account gender and cultural differences in students' interests	74.1 (68.3-79.1)	73.4 (66.0-79.8)	74.7 (66.5-81.4)	78.5 (69.4-85.4)
Organized activities in which fewer than half of the students were physically active at the same time	20.4 (16.2-25.3)	19.0 (13.9-25.4)	28.6 (22.5-35.7)	17.7 (11.8-25.6)
Organized games that eliminated students	30.5 (25.3-36.2)	29.9 (23.5-37.3)	36.3 (29.4-43.8)	24.7 (17.4-33.9)
Provided students with options for performing physical activities at varying skill levels	93.9 (90.7-96.0)	92.9 (88.6-95.6)	97.8 (95.0-99.0)	95.6 (91.9-97.7)
Selected team captains	33.3 (27.6-39.5)	28.0 (21.3-35.9)	53.6 (45.4-61.6)	43.3 (33.7-53.4)
Used alternative or modified rules for traditional games to keep students active (e.g., have all students run bases in softball)	95.4 (92.6-97.2)	95.3 (91.4-97.4)	98.8 (96.9-99.6)	90.8 (83.5-95.1)
Used infection control practices for handling blood and other bodily fluids ¹	93.3 (89.3-95.8)	92.9 (87.4-96.1)	95.4 (90.2-97.9)	92.3 (84.7-96.3)
Used protective clothing and safety gear that is appropriate to child's size and in good shape	66.2 (58.6-73.1)	62.3 (52.5-71.2)	74.2 (63.8-82.4)	80.7 (70.8-87.8)
Used safe, age-appropriate equipment ¹	98.4 (96.7-99.2)	98.5 (96.1-99.4)	97.8 (93.2-99.3)	98.6 (96.0-99.5)
Used smaller numbers of students per team and more teams for traditional sports games	93.6 (90.5-95.7)	93.8 (89.9-96.3)	95.9 (91.1-98.2)	86.8 (74.5-93.6)
Teaching methods				
Competitive group activities	81.9 (76.9-85.9)	77.9 (71.4-83.2)	96.8 (93.6-98.5)	90.3 (83.8-94.4)
Cooperative group activities	96.2 (92.3-98.2)	95.8 (90.5-98.2)	98.4 (95.5-99.5)	95.3 (87.7-98.3)
Field trips as a method of instruction	6.2 (4.1-9.2)	5.4 (3.1-9.4)	7.1 (3.8-12.8)	11.1 (6.2-19.2)
Guest speakers	12.9 (9.3-17.6)	12.4 (8.0-18.7)	14.1 (9.3-20.8)	15.2 (9.1-24.4)
Heart rate monitors	9.9 (6.9-14.1)	8.6 (5.2-13.9)	13.4 (8.8-19.8)	15.5 (9.1-25.1)
Peer teaching	46.0 (40.2-51.8)	44.2 (37.1-51.5)	54.8 (46.7-62.6)	46.2 (36.1-56.7)
Physical activity monitors (e.g., pedometers)	18.9 (14.3-24.5)	18.9 (13.3-26.2)	20.4 (14.5-27.9)	16.3 (10.3-25.0)
Physical activity or fitness stations	86.6 (82.2-90.1)	87.0 (81.1-91.3)	88.2 (81.2-92.9)	79.7 (66.0-88.8)
Pledges or contracts for behavior change	25.7 (20.9-31.2)	27.6 (21.6-34.5)	19.4 (14.1-26.0)	20.7 (14.5-28.6)
Skills drills	92.5 (88.8-95.0)	93.3 (88.1-96.3)	91.6 (85.9-95.2)	87.0 (79.8-91.9)
Student physical activity logs or journals	24.7 (20.4-29.5)	19.7 (14.7-26.0)	39.9 (32.6-47.7)	41.0 (31.9-50.8)
The Internet	25.3 (20.7-30.4)	23.3 (17.8-29.9)	29.8 (23.1-37.5)	34.8 (26.8-43.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among classes for which this question was applicable.

Table 2.34. Percentage of classes or courses in which teachers used specific assessment methods, by school level—SHPPS 2014

Method	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Written tests of students' knowledge related to physical education	29.2 (24.0-35.1)	21.1 (15.3-28.2)	50.0 (41.5-58.5)	63.7 (51.5-74.3)
Skill performance tests related to physical education	68.7 (63.0-73.8)	67.7 (60.4-74.2)	75.6 (68.3-81.6)	65.5 (55.1-74.6)
Fitness tests	63.6 (57.5-69.3)	57.2 (49.4-64.7)	82.0 (73.5-88.2)	87.2 (78.2-92.8)
Number of times gave fitness tests ¹				
Once	26.3 (20.9-32.6)	26.1 (18.9-34.7)	27.7 (19.9-37.2)	25.7 (15.3-39.8)
Twice	39.3 (32.7-46.3)	43.5 (34.7-52.7)	29.6 (22.1-38.3)	31.2 (22.6-41.3)
Three or more times	34.4 (27.8-41.7)	30.5 (21.9-40.6)	42.7 (33.3-52.7)	43.1 (32.0-54.9)
Assessed students based on				
Attendance	35.6 (30.6-40.9)	26.7 (20.7-33.7)	51.9 (43.1-60.7)	83.7 (75.4-89.7)
Wearing appropriate clothing for physical activity	60.1 (53.1-66.6)	51.3 (42.9-59.7)	84.5 (77.8-89.5)	93.2 (87.8-96.3)
Level of participation	92.4 (87.8-95.4)	91.2 (85.1-95.0)	94.8 (89.7-97.4)	98.5 (95.6-99.5)
Attitude	83.8 (79.0-87.8)	84.8 (78.3-89.5)	76.9 (68.7-83.5)	88.1 (82.2-92.2)
Knowledge tests	36.9 (31.3-42.9)	29.0 (22.5-36.5)	60.5 (52.7-67.7)	64.7 (52.6-75.2)
Movement skills performance tests	66.3 (59.7-72.4)	67.2 (58.7-74.6)	67.7 (59.5-74.9)	56.5 (46.5-66.0)
Level of physical activity outside of physical education class ²	8.6 (5.9-12.4)	6.8 (3.8-12.0)	14.2 (9.3-20.9)	14.7 (9.2-22.7)
Physical fitness test scores ¹	48.5 (41.2-55.8)	44.0 (34.3-54.2)	55.6 (46.0-64.9)	62.1 (50.6-72.4)
The quality of their individualized physical activity plans ^{3,4}	58.0 (47.2-68.0)	NA	55.1 (38.9-70.4)	61.2 (46.7-73.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among classes or courses in which teachers gave fitness tests.

² As measured by physical activity logs, pedometers, or other measures.

³ Among classes or courses in which students were required to develop individualized physical activity plans.

⁴ Not asked among elementary school classes.

Table 2.35. Percentage of schools in which teachers in at least one required class or course engaged in specific practices related to fitness testing,¹ by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Used Fitnessgram, the fitness assessment of the Presidential Youth Fitness Program	54.4 (47.0-61.5)	58.4 (47.7-68.4)	54.7 (44.6-64.4)	46.3 (36.4-56.4)
Used the Physical Fitness test from the President's Challenge	37.6 (30.9-44.8)	34.1 (24.8-44.7)	43.7 (34.0-53.9)	37.3 (27.9-47.9)
Used another fitness test	29.4 (24.1-35.4)	24.8 (16.7-35.2)	26.7 (19.5-35.4)	41.5 (33.1-50.5)
Scheduled time during class periods for students to practice for the fitness tests ¹	91.0 (87.4-93.7)	94.4 (88.4-97.4)	92.2 (84.3-96.3)	83.0 (74.1-89.2)
Compared students' fitness test scores with ¹				
National, state, or local criterion referenced standards ²	72.0 (66.3-77.1)	74.5 (64.7-82.3)	74.2 (65.2-81.5)	64.8 (55.1-73.3)
National, state, or local normative standards ³	59.1 (53.3-64.6)	58.3 (48.7-67.3)	58.9 (49.3-68.0)	60.6 (51.5-69.1)
The students' prior fitness test scores	78.0 (72.7-82.5)	71.9 (62.7-79.5)	82.6 (74.7-88.4)	84.3 (75.5-90.3)
The students' fitness goals	64.3 (58.7-69.5)	58.4 (49.2-66.9)	73.5 (64.4-81.0)	65.3 (55.1-74.3)
Provided students with an explanation of what their fitness test scores meant ¹	92.4 (88.8-94.9)	90.7 (84.1-94.8)	93.3 (86.5-96.8)	94.6 (89.3-97.4)
Shared students' fitness test scores with ¹				
Students' parents or guardians	47.8 (41.6-54.1)	47.1 (37.4-57.0)	53.7 (43.7-63.5)	42.3 (32.5-52.8)
The principal or other school administrators	42.1 (36.3-48.0)	39.4 (30.4-49.1)	47.7 (37.6-58.0)	40.8 (32.3-49.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among schools in which teachers gave fitness tests.

² Defined as students' fitness test scores that are considered to be consistent with good health for their age and gender.

³ Defined as fitness test scores of students relative to the performance of children in a reference group. The reference group may be one from national, state, or local samples, including those of other students in the class.

Table 2.36. Percentage of secondary schools in which teachers in at least one required class or course engaged in specific practices related to individualized physical activity plans, by school level—SHPPS 2014

Practice	Total (%)	Middle schools (%)	High schools (%)
Students required to develop individualized physical activity plans	32.1 (26.8-37.9)	26.2 (19.6-34.1)	39.3 (31.1-48.2)
Students used their fitness scores to help develop individualized physical activity plans ¹	78.3 (66.3-86.9)	93.3 (80.7-97.9)	65.4 (49.1-78.7)
Students provided with individual feedback on their physical activity plans ¹	91.8 (83.0-96.2)	90.5 (76.5-96.5)	92.8 (78.3-97.9)
Students provided with instruction on how to monitor adherence to their physical activity plans ¹	89.7 (81.6-94.4)	86.5 (72.7-94.0)	92.2 (79.9-97.2)
Required that students' plans include ¹			
Physical activity goals	96.8 (91.5-98.8)	96.0 (85.1-99.0)	97.5 (90.1-99.4)
Fitness goals	96.4 (90.5-98.7)	95.3 (82.4-98.9)	97.3 (89.3-99.4)
Specific rewards for meeting goals	32.6 (23.0-44.0)	41.9 (28.2-57.0)	25.0 (13.1-42.5)
Scheduled times for engaging in physical activity	74.3 (63.7-82.7)	69.4 (52.6-82.3)	78.3 (65.0-87.5)
A process for assessing progress toward goals (e.g., self-monitoring or self-management)	83.2 (73.5-89.8)	86.2 (72.0-93.8)	80.8 (65.9-90.2)
Identification of barriers to physical activity and strategies to overcome them	67.3 (56.2-76.7)	73.7 (57.6-85.2)	62.0 (46.3-75.6)
Students required to keep a log of the physical activities they engaged in outside of the class ¹	18.4 (14.9-22.5)	24.4 (18.0-32.2)	28.0 (20.2-37.5)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among schools in which teachers required students to develop individualized physical activity plans.

Table 2.37. Percentage of classes or courses in which teachers used specific methods for teaching students with long-term physical, medical, or cognitive disabilities,¹ by school level—SHPPS 2014

Method	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Had a physical or occupational therapist who assisted students with disabilities	23.6 (16.5-32.5)	25.4 (16.0-37.6)	15.3 (8.4-26.4)	26.3 (15.1-41.7)
Had a special education teacher with whom teacher coordinated activities for students with disabilities	48.6 (38.6-58.8)	52.6 (38.7-66.1)	34.2 (22.9-47.6)	48.4 (33.7-63.5)
Had a teacher or aide who assisted students with disabilities	61.5 (51.1-70.9)	66.3 (52.6-77.7)	53.5 (40.0-66.5)	44.8 (28.9-61.9)
Had an adapted physical education teacher or specialist who taught students with disabilities	31.2 (21.6-42.6)	35.2 (22.1-51.0)	19.5 (10.9-32.3)	25.2 (14.4-40.2)
Used modified assessment	83.4 (76.0-88.8)	82.7 (72.6-89.6)	88.4 (75.7-94.9)	79.0 (64.5-88.6)
Used modified equipment or facilities	74.7 (66.3-81.6)	81.8 (71.2-89.2)	62.4 (50.4-73.1)	50.6 (35.8-65.4)
Used modified instructional strategies	94.7 (90.2-97.2)	95.8 (88.4-98.6)	94.4 (86.1-97.8)	88.3 (77.0-94.5)
Used more skill modeling, practicing, or repetition	93.0 (87.9-96.0)	94.3 (86.3-97.8)	93.3 (85.2-97.2)	83.9 (70.1-92.1)
Used peer teaching or coaching	64.0 (54.5-72.6)	61.4 (48.4-73.0)	71.4 (58.9-81.3)	67.9 (53.1-79.8)
Used simplified instructional content or variations in the amount or difficulty of material taught	94.3 (89.8-96.8)	94.9 (88.0-97.9)	95.1 (87.2-98.2)	88.9 (77.1-95.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 31.1% of classes overall, 28.6% of elementary school classes, 38.6% of middle school courses, and 39.6% of high school courses with at least one student with such disabilities.

Table 2.38. Classes or courses that had a teacher with specific characteristics, by school level—SHPPS 2014

Characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Number of years taught physical education (mean)	14.4 (13.2-15.6)	14.4 (12.9-16.0)	13.8 (12.0-15.5)	15.2 (13.0-17.5)
Ever taught an online or distance physical education class for any of grades K-12	0.7 (0.4-1.6)	0.2 (0.0-1.8)	2.6 (1.0-6.7)	1.7 (0.6-4.8)
Coaches an interscholastic sport	43.3 (37.3-49.4)	35.9 (28.7-43.8)	64.0 (55.4-71.9)	70.4 (59.7-79.2)
Has an undergraduate degree	97.0 (94.0-98.6)	97.0 (92.6-98.9)	95.3 (89.9-97.9)	100
Majored in¹				
Physical education	70.8 (64.2-76.7)	70.7 (62.6-77.7)	70.5 (61.6-78.0)	72.1 (62.9-79.7)
Health education	23.1 (17.5-29.9)	21.5 (14.9-29.8)	25.7 (18.0-35.4)	32.6 (23.6-43.0)
Other education	15.6 (11.4-21.0)	17.0 (11.9-23.9)	9.8 (6.2-15.1)	13.6 (8.3-21.4)
Kinesiology, exercise physiology, or exercise science	8.0 (5.2-12.2)	7.3 (4.2-12.4)	9.9 (5.9-16.3)	10.9 (5.8-19.3)
Other	15.2 (10.8-20.9)	14.0 (8.8-21.5)	20.0 (13.8-28.0)	17.0 (11.5-24.5)
Has an undergraduate minor	40.7 (34.4-47.3)	39.3 (31.5-47.7)	42.3 (33.7-51.4)	49.9 (40.2-59.7)
Minored in²				
Physical education	5.5 (3.0-9.8)	4.6 (1.9-10.7)	9.0 (4.3-17.8)	5.9 (2.8-11.6)
Health education	27.6 (19.9-36.9)	28.3 (18.4-40.9)	27.8 (17.8-40.7)	22.2 (13.7-34.1)
Other education	11.5 (6.9-18.6)	12.1 (6.3-22.0)	6.6 (3.0-13.9)	14.3 (7.9-24.6)
Kinesiology, exercise physiology, or exercise science	3.1 (0.9-10.3)	3.5 (0.8-14.5)	1.0 (0.1-6.9)	3.6 (0.9-13.1)
Other	56.3 (46.8-65.3)	55.0 (42.7-66.6)	60.1 (47.9-71.1)	59.3 (46.9-70.6)
Has a graduate degree	46.2 (39.9-52.6)	46.3 (38.5-54.3)	42.0 (33.6-50.8)	52.2 (42.4-61.8)
Did graduate work in³				
Physical education	26.1 (18.2-36.0)	27.1 (17.4-39.6)	23.5 (15.0-34.8)	22.8 (13.0-36.9)
Health education	11.2 (6.5-18.4)	9.8 (4.8-19.0)	11.8 (6.1-21.7)	20.2 (10.7-34.7)
Other education	37.5 (28.8-47.1)	35.4 (24.9-47.6)	44.1 (30.2-59.0)	44.2 (31.6-57.6)
Kinesiology, exercise physiology, or exercise science	6.8 (2.9-15.0)	7.8 (3.0-18.8)	4.2 (1.4-12.3)	3.2 (1.0-10.1)
Other	33.6 (25.8-42.4)	35.3 (25.4-46.7)	28.8 (17.5-43.6)	27.4 (19.1-37.7)
Certified, endorsed, or licensed by the state to teach physical education in				
Elementary school	85.8 (81.1-89.5)	88.5 (82.9-92.4)	77.5 (69.3-84.0)	77.6 (68.2-84.9)
Middle school	85.1 (80.0-89.1)	84.5 (78.2-89.2)	85.2 (77.6-90.6)	90.3 (83.7-94.4)
High school	79.0 (73.0-84.0)	77.2 (69.7-83.3)	80.2 (71.8-86.5)	92.6 (86.0-96.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among classes whose teacher has an undergraduate degree.

² Among classes whose teacher has an undergraduate minor.

³ Among classes whose teacher has a graduate degree.

Table 2.39. Percentage of classes or courses that had a teacher who received professional development¹ and who wanted professional development on specific topics, by school level—SHPPS 2014

Topic	Received professional development				Wanted professional development			
	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Administering or using fitness tests	56.9 (50.4-63.1)	59.1 (51.2-66.6)	49.4 (40.0-58.8)	50.7 (40.5-60.9)	24.9 (20.1-30.4)	24.0 (17.9-31.4)	30.4 (22.3-39.9)	23.3 (16.0-32.7)
Aligning physical education standards to curriculum, instruction, or student assessment	63.3 (56.7-69.5)	64.3 (56.2-71.7)	58.0 (49.7-65.8)	63.7 (53.2-73.0)	9.9 (6.7-14.3)	10.1 (6.3-15.8)	8.6 (4.9-14.7)	10.2 (5.6-18.1)
Assessing or evaluating student performance in physical education	60.8 (54.1-67.1)	64.6 (56.3-72.0)	48.2 (40.1-56.5)	50.2 (40.7-59.7)	23.4 (18.5-29.1)	24.9 (18.9-32.0)	20.9 (14.8-28.8)	14.8 (9.3-22.9)
Assessing student weight status using body mass index, skinfolds, or bioelectric impedance	23.0 (17.6-29.4)	22.3 (15.9-30.3)	24.9 (18.8-32.2)	26.0 (18.9-34.6)	8.1 (5.7-11.5)	6.3 (3.6-10.7)	14.9 (9.7-22.3)	12.3 (8.1-18.1)
Chronic health conditions (e.g., asthma or diabetes), including recognizing and responding to severe symptoms or reducing triggers	47.1 (41.4-52.8)	47.7 (40.6-54.8)	48.4 (40.5-56.4)	39.4 (29.9-49.7)	14.0 (10.5-18.3)	12.4 (8.3-18.0)	18.9 (13.1-26.4)	19.0 (12.3-28.1)
Developing and using student portfolios for physical education	16.1 (12.1-21.1)	16.0 (11.1-22.4)	12.3 (8.1-18.2)	23.6 (15.2-34.7)	17.0 (12.9-22.2)	16.5 (11.6-23.0)	18.9 (12.2-27.9)	18.4 (12.0-27.2)
Developing, implementing, and evaluating a comprehensive school physical activity program	36.8 (31.0-43.0)	39.2 (32.0-46.9)	27.5 (20.7-35.5)	32.2 (22.9-43.0)	12.6 (8.9-17.4)	12.4 (8.0-18.7)	11.9 (7.7-18.2)	14.8 (9.5-22.5)
Encouraging family involvement in physical activity	37.0 (31.2-43.2)	41.1 (34.0-48.6)	23.7 (17.2-31.8)	24.6 (15.4-37.0)	38.0 (32.8-43.5)	37.1 (30.3-44.4)	44.7 (36.8-52.9)	34.2 (24.7-45.1)
Establishing walking or biking to school programs	20.2 (15.2-26.5)	23.9 (17.5-31.8)	9.8 (6.0-15.6)	6.8 (3.9-11.4)	10.2 (6.6-15.4)	10.6 (6.2-17.7)	8.0 (4.2-14.8)	10.6 (6.1-17.8)
Helping classroom teachers integrate physical activity into their classrooms	37.1 (30.7-43.9)	41.7 (33.6-50.2)	24.5 (17.8-32.7)	19.3 (12.5-28.6)	20.4 (15.8-25.9)	22.7 (16.9-29.8)	12.3 (7.5-19.6)	14.8 (9.2-22.8)
Helping students develop individualized physical activity plans	30.1 (24.5-36.3)	30.5 (23.5-38.4)	22.4 (16.5-29.8)	40.0 (31.3-49.3)	30.1 (25.3-35.3)	27.3 (21.4-34.0)	42.3 (33.8-51.2)	33.0 (24.7-42.7)
How to prevent, recognize, and respond to concussions among students	62.3 (55.8-68.4)	58.8 (50.7-66.5)	68.1 (58.6-76.2)	81.8 (74.2-87.6)	25.1 (20.6-30.4)	23.9 (18.1-30.8)	33.0 (25.3-41.7)	22.5 (15.1-32.1)
Injury prevention and first aid	73.0 (67.0-78.2)	72.3 (64.8-78.7)	76.8 (68.6-83.4)	72.2 (61.6-80.8)	24.4 (19.4-30.2)	23.4 (17.2-31.0)	28.6 (21.2-37.3)	25.2 (17.6-34.6)
Methods for developing, implementing, and evaluating physical activity clubs or intramural sports programs	17.8 (13.3-23.3)	17.1 (11.6-24.4)	21.8 (16.4-28.4)	16.9 (11.4-24.3)	8.0 (5.3-12.0)	8.2 (4.8-13.6)	6.1 (2.7-12.8)	9.7 (5.8-15.8)
Methods to increase the amount of class time students are engaged in moderate-to-vigorous physical activity	61.7 (55.6-67.5)	65.3 (57.6-72.3)	46.5 (37.7-55.4)	57.6 (47.0-67.5)	33.6 (28.4-39.3)	31.1 (24.6-38.4)	46.4 (37.5-55.6)	33.0 (24.4-42.8)
Methods to promote gender equity in physical education and sports	27.3 (21.9-33.4)	27.8 (21.2-35.4)	24.2 (17.8-32.0)	28.3 (19.2-39.5)	16.9 (13.3-21.2)	14.4 (10.3-19.9)	26.3 (18.6-35.7)	21.5 (14.3-30.9)
Teaching individual or paired activities or sports	59.2 (52.5-65.5)	63.6 (55.5-71.1)	47.7 (39.4-56.1)	40.8 (31.8-50.4)	20.8 (16.2-26.2)	19.4 (13.8-26.5)	28.5 (20.7-37.9)	19.0 (12.8-27.4)
Teaching methods to promote inclusion and active participation of overweight and obese children during physical education	45.8 (40.0-51.8)	50.4 (43.0-57.7)	32.0 (25.0-40.0)	31.2 (22.0-42.1)	22.1 (17.5-27.5)	22.6 (16.8-29.7)	19.4 (13.8-26.6)	22.4 (15.3-31.4)
Teaching movement skills and concepts	61.3 (54.9-67.2)	65.7 (57.8-72.7)	48.4 (39.5-57.4)	46.0 (34.9-57.6)	20.8 (16.3-26.0)	19.6 (14.2-26.2)	29.1 (21.0-38.8)	16.9 (10.6-25.7)
Teaching online or distance education courses	3.4 (1.6-6.9)	3.5 (1.4-8.2)	2.6 (1.1-5.8)	4.0 (1.3-11.4)	3.8 (2.3-6.3)	2.9 (1.2-6.6)	6.2 (3.4-11.3)	7.4 (4.4-12.2)
Teaching physical education to students with long-term physical, medical, or cognitive disabilities	39.5 (33.6-45.8)	43.3 (35.8-51.1)	29.9 (23.3-37.5)	24.0 (17.2-32.4)	30.8 (25.1-37.1)	29.3 (22.4-37.2)	40.0 (32.0-48.4)	27.7 (19.5-37.6)
Teaching team or group activities or sports	65.1 (58.6-71.1)	68.5 (60.6-75.5)	56.3 (48.8-63.4)	50.7 (41.2-60.2)	23.4 (18.9-28.6)	22.4 (16.8-29.1)	31.5 (23.4-41.0)	18.1 (11.9-26.4)
Using physical activity monitoring devices (e.g., pedometers or heart rate monitors) for physical education	44.1 (37.2-51.1)	46.0 (37.5-54.8)	34.0 (26.1-42.9)	44.9 (34.7-55.6)	29.4 (23.9-35.7)	25.5 (19.3-33.0)	43.5 (34.9-52.5)	38.4 (29.1-48.5)
Using technology such as computers or video cameras for physical education	62.6 (56.1-68.6)	64.0 (56.0-71.2)	56.6 (48.3-64.5)	61.1 (51.7-69.6)	39.7 (33.8-46.0)	37.9 (30.7-45.6)	45.7 (37.3-54.4)	45.5 (36.7-54.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.
¹ During the 2 years before the study.

Nutrition Environment and Services

Table 3.1. Percentage of schools with specific features, by school level—SHPPS 2014

Feature	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Has hand washing facilities ¹ or hand sanitizers available for student use	93.7 (90.8-95.7)	94.9 (89.7-97.5)	93.8 (88.6-96.7)	90.7 (84.0-94.7)
Permits students to have a drinking water bottle with them in all locations	74.1 (69.5-78.3)	72.1 (64.6-78.6)	75.8 (68.5-81.8)	77.1 (68.4-84.0)
Permits students to have a drinking water bottle with them in certain locations	18.4 (15.1-22.2)	21.8 (16.2-28.6)	14.2 (9.9-19.9)	15.3 (10.6-21.6)
Has a school food garden	21.2 (17.3-25.8)	19.2 (13.6-26.4)	24.4 (17.9-32.2)	22.3 (16.0-30.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Other than restroom sinks.

Table 3.2. Specific characteristics of school nutrition services programs, by school level—SHPPS 2014

Characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Outside food service management company operates the school nutrition services program	30.5 (24.8-36.8)	29.6 (22.3-38.2)	32.5 (24.0-42.3)	29.9 (22.4-38.7)
Offers brand-name fast foods ¹	10.7 (7.4-15.2)	8.3 (4.5-14.7)	13.2 (8.1-20.6)	13.7 (9.1-20.0)
Uses any food grown in a school garden	5.5 (3.7-8.1)	4.6 (2.4-8.6)	5.6 (2.9-10.6)	7.6 (4.3-13.2)
Breakfast				
Offers breakfast to students	77.1 (71.3-82.0)	74.0 (64.9-81.4)	74.0 (65.0-81.4)	88.8 (82.0-93.3)
Offers a la carte breakfast items to students	35.4 (30.5-40.6)	26.4 (20.4-33.3)	34.2 (26.5-42.9)	59.9 (50.8-68.4)
Participates in the USDA reimbursable School Breakfast Program	69.8 (63.4-75.6)	67.5 (58.6-75.3)	69.9 (61.1-77.6)	75.5 (66.2-82.9)
Offers any other breakfast meals to students	13.3 (9.7-17.9)	11.0 (6.8-17.3)	13.4 (8.7-20.2)	19.2 (12.8-27.7)
Serves breakfast in				
The cafeteria	86.1 (80.4-90.4)	82.8 (74.1-88.9)	85.9 (76.1-92.1)	93.5 (87.6-96.7)
Classrooms	15.0 (10.6-20.7)	19.8 (13.2-28.7)	14.2 (8.4-23.0)	5.6 (3.0-10.1)
Other locations	6.8 (4.5-10.1)	6.4 (3.2-12.2)	6.6 (2.8-14.8)	8.0 (4.3-14.4)
Students allowed to bring breakfast into classrooms	25.5 (20.6-31.1)	27.8 (20.7-36.2)	17.3 (12.0-24.5)	29.5 (22.1-38.2)
Number of minutes students have to eat breakfast once they are seated (mean)	22.9 (21.8-24.1)	22.0 (20.5-23.6)	23.0 (20.8-25.3)	24.6 (22.7-26.5)
Lunch				
Offers lunch to students	97.6 (95.3-98.7)	99.0 (96.1-99.8)	95.7 (91.0-98.0)	96.2 (89.7-98.7)
Offers a la carte lunch items to students	55.0 (49.4-60.5)	45.8 (38.5-53.4)	59.7 (50.9-68.0)	72.0 (63.6-79.0)
Participates in the USDA reimbursable National School Lunch Program	83.9 (78.2-88.3)	85.1 (77.0-90.7)	85.1 (77.8-90.3)	79.1 (69.1-86.5)
Offers any other lunch meals to students	23.0 (18.5-28.1)	19.7 (13.7-27.5)	24.4 (18.0-32.0)	29.3 (21.5-38.6)
Time starts serving lunch				
Before 11:00 am	29.7 (24.6-35.5)	33.5 (25.4-42.7)	22.5 (16.2-30.3)	29.3 (22.0-38.0)
Between 11:00 am and 12:00 pm	61.6 (55.9-66.9)	63.3 (54.1-71.7)	66.4 (57.5-74.2)	50.5 (42.0-59.1)
After 12:00 pm	8.7 (6.3-11.9)	3.2 (1.1-9.0)	11.2 (6.5-18.5)	20.1 (13.5-28.8)
Time stops serving lunch				
Before 12:00 pm	8.8 (6.1-12.6)	9.0 (5.3-14.7)	9.4 (5.2-16.4)	7.5 (4.0-13.7)
Between 12:00 pm and 1:00 pm	68.9 (63.3-74.0)	72.2 (63.9-79.1)	69.9 (61.0-77.5)	58.4 (48.2-67.9)
Between 1:01 pm and 2:00 pm	35.0 (29.6-40.8)	34.3 (27.0-42.5)	30.1 (22.3-39.3)	43.5 (34.1-53.3)
After 2:00 pm	0.5 (0.1-2.2)	0.7 (0.1-4.9)	0	0.7 (0.2-2.7)
Number of minutes students have to eat lunch once they are seated (mean)	24.7 (23.6-25.9)	24.2 (22.4-25.9)	24.1 (22.8-25.4)	27.0 (25.2-28.9)
Other nutrition services programs				
Participates in the National School Lunch Program After-School Snack Program	29.9 (24.5-36.0)	35.2 (27.4-43.9)	26.0 (19.5-33.6)	21.7 (15.4-29.5)
Offers supper to students in after-school programs	5.1 (3.0-8.7)	4.2 (1.9-8.7)	6.0 (2.5-13.4)	6.3 (3.5-11.3)
Offered meals or snacks to children during summer 2013 ²	34.0 (28.4-40.1)	31.8 (23.9-40.8)	35.2 (27.8-43.3)	37.9 (29.5-47.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ From companies such as Pizza Hut or Taco Bell.

² Either as part of a summer school program or as a site for the USDA Summer Food Service Program.

Table 3.3. Percentage of schools that offer specific foods to students as part of school nutrition services programs, by school level—SHPPS 2014

Food	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Whole grain foods each day for breakfast	97.2 (94.9-98.5)	98.4 (93.9-99.6)	98.8 (95.1-99.7)	93.1 (87.3-96.3)
Each day for lunch				
Two or more different entrees or main courses	75.5 (69.8-80.5)	75.3 (67.1-82.0)	69.8 (60.8-77.5)	83.5 (76.5-88.7)
Two or more different non-fried vegetables	79.4 (73.8-84.1)	79.5 (71.0-86.0)	78.0 (70.1-84.3)	80.9 (71.5-87.8)
Two or more different fruits or types of 100% fruit juice	78.0 (72.1-82.9)	74.9 (65.4-82.5)	77.2 (69.3-83.6)	86.8 (80.5-91.3)
A vegetarian entrée or main course	60.9 (55.1-66.5)	57.7 (49.7-65.3)	57.6 (48.5-66.2)	73.5 (64.9-80.7)
Whole grain foods	94.4 (91.4-96.4)	94.2 (88.4-97.2)	94.1 (88.8-96.9)	95.5 (89.5-98.1)
Deep fried foods are sold each day at lunch ¹	1.7 (0.7-3.9)	0	1.4 (0.3-5.7)	6.4 (2.7-14.3)
Deep fried foods are sold at lunch fewer than five days per week	15.5 (11.1-21.2)	14.4 (8.6-22.9)	13.1 (8.3-19.9)	21.4 (14.5-30.5)
Deep fried foods are not sold at lunch	82.8 (77.1-87.4)	85.6 (77.1-91.4)	85.6 (78.5-90.6)	72.2 (62.9-79.8)
A low-fat salad dressing ²	88.2 (83.3-91.9)	84.6 (76.3-90.4)	91.1 (84.3-95.1)	93.8 (88.1-96.8)
Butter or margarine				
In the serving line or on the tables	25.6 (20.4-31.7)	23.5 (16.9-31.6)	25.5 (18.5-34.0)	31.4 (23.6-40.5)
If students ask for it	29.1 (24.0-34.9)	25.7 (19.3-33.5)	28.7 (21.7-36.9)	38.5 (29.9-47.9)
Salt				
In the serving line or on the tables	11.1 (7.9-15.3)	7.3 (4.0-12.8)	10.5 (6.5-16.4)	21.6 (15.0-30.1)
If students ask for it	15.8 (12.0-20.5)	10.3 (6.3-16.5)	17.1 (11.5-24.5)	28.1 (21.0-36.5)
Self-serve salad bar	30.5 (24.9-36.9)	28.6 (21.5-37.0)	31.2 (23.6-39.9)	34.7 (26.9-43.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Either as part of a meal or as a la carte items.

² When salad dressing is offered.

Table 3.4. Percentage of schools ordering each type of milk during a typical school week,¹ by school level—SHPPS 2014

Type of milk	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Whole white milk	12.8 (8.2-19.3)	12.3 (6.3-22.7)	9.0 (4.1-18.8)	18.3 (9.3-32.9)
2% or one and a half-percent white milk	23.9 (17.5-31.7)	27.9 (18.4-39.9)	12.2 (6.5-21.9)	28.7 (18.1-42.5)
1% or half-percent white milk	72.5 (65.0-79.0)	68.7 (57.1-78.3)	82.6 (72.4-89.5)	68.8 (53.4-81.0)
Skim white milk	36.0 (28.8-43.8)	30.9 (21.4-42.4)	41.8 (31.1-53.3)	40.4 (29.1-52.7)
Whole chocolate or other whole flavored milk	5.8 (3.2-10.4)	5.8 (2.0-15.7)	6.6 (2.5-16.6)	4.8 (1.7-13.0)
2% or one and a half-percent chocolate or other flavored milk	14.5 (9.6-21.3)	18.8 (11.2-29.8)	7.1 (3.3-14.8)	13.5 (6.0-27.7)
1% or half-percent chocolate or other flavored milk	32.2 (25.4-39.8)	27.5 (18.5-38.9)	35.7 (25.4-47.5)	38.7 (28.3-50.1)
Skim chocolate or other flavored milk	44.5 (36.5-52.7)	43.4 (31.9-55.6)	48.6 (36.8-60.6)	41.9 (31.4-53.3)
Buttermilk	0.9 (0.3-2.7)	0.4 (0.1-2.8)	0.8 (0.1-5.7)	2.0 (0.6-6.4)
Lactose-free milk	12.0 (7.9-17.8)	11.2 (5.9-20.2)	13.6 (6.5-26.3)	12.1 (6.8-20.8)
Soy milk	6.8 (4.0-11.3)	7.2 (3.7-13.6)	5.8 (2.2-14.5)	7.3 (3.1-16.1)
Any other type of milk	4.2 (2.1-8.0)	4.7 (1.8-11.5)	2.7 (0.9-8.3)	4.7 (2.1-10.1)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 56.9% of schools overall, 54.3% of elementary schools, 58.8% of middle schools, and 61.0% of high schools in which school staff, food service management company staff, or someone else not at the district office has primary responsibility for deciding which foods to order.

Table 3.5. Percentage of schools¹ that almost always or always used healthy food preparation practices,² by school level—SHPPS 2014

Food preparation practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Substitution technique				
Used cooked dried beans, canned beans, soy products, or other meat extenders instead of meat	11.9 (8.0-17.3)	12.0 (6.8-20.4)	15.1 (8.7-25.0)	7.8 (3.7-15.9)
Used fresh or frozen fruit instead of canned	39.7 (33.0-46.7)	38.5 (28.7-49.4)	36.3 (26.0-48.0)	46.1 (34.1-58.5)
Used fresh or frozen vegetables instead of canned	54.1 (46.6-61.4)	51.7 (40.6-62.7)	58.5 (49.3-67.1)	54.0 (41.9-65.7)
Used ground turkey or lean ground beef instead of regular ground beef	60.5 (52.6-68.0)	59.8 (47.9-70.6)	61.3 (49.5-71.8)	61.3 (51.5-70.3)
Used low-fat or nonfat yogurt, mayonnaise, or sour cream instead of regular mayonnaise, sour cream, or creamy salad dressings	67.0 (59.5-73.7)	68.6 (56.0-79.0)	66.0 (56.1-74.7)	64.5 (52.8-74.7)
Used low-sodium canned vegetables instead of regular canned vegetables	51.8 (44.9-58.7)	54.2 (44.0-64.0)	52.5 (41.1-63.6)	46.0 (35.9-56.4)
Used non-stick spray or pan liners instead of grease or oil	92.7 (88.4-95.4)	94.1 (86.2-97.6)	90.3 (80.8-95.4)	92.4 (85.1-96.3)
Used other seasonings instead of salt	65.1 (58.4-71.3)	68.9 (59.2-77.2)	59.5 (47.6-70.3)	63.7 (51.8-74.2)
Used part-skim or low-fat cheese instead of regular cheese	69.2 (61.1-76.3)	69.2 (56.2-79.8)	69.0 (58.2-78.0)	69.5 (55.7-80.5)
Used skim, low-fat, soy, or nonfat dry milk instead of whole milk	81.8 (74.9-87.1)	85.9 (74.9-92.6)	81.3 (71.1-88.6)	73.4 (63.0-81.7)
Used vegetable oil instead of shortening, butter, or margarine	40.5 (33.7-47.6)	41.5 (30.8-53.1)	37.9 (28.3-48.4)	41.4 (30.8-52.8)
Reduction technique				
Reduced the amount of fats and oils called for in recipes or used low-fat recipes	60.6 (53.2-67.6)	58.4 (46.7-69.2)	64.4 (53.6-73.9)	61.1 (49.5-71.5)
Reduced the amount of salt called for in recipes or used low-sodium recipes	68.0 (61.2-74.1)	69.2 (58.4-78.3)	65.3 (54.8-74.5)	68.5 (56.5-78.5)
Reduced the amount of sugar called for in recipes or used low-sugar recipes	44.6 (37.3-52.2)	42.1 (32.0-52.9)	42.8 (31.6-54.8)	52.3 (41.2-63.1)
Meat preparation technique				
Drained fat from browned meat ³	89.8 (83.7-93.8)	84.9 (72.2-92.4)	94.3 (85.1-97.9)	93.8 (86.4-97.3)
Removed skin from poultry or used skinless poultry ³	60.7 (51.5-69.2)	57.9 (43.4-71.1)	53.3 (39.4-66.7)	73.2 (61.6-82.3)
Roasted meat or poultry on a rack so fat would drain ³	45.7 (36.7-55.0)	44.1 (30.3-58.8)	37.3 (25.0-51.4)	58.4 (45.8-70.0)
Roasted, baked, or broiled meat rather than fried it ³	92.1 (86.1-95.7)	91.4 (80.2-96.5)	92.5 (83.2-96.9)	93.1 (84.8-97.1)
Skimmed fat off warm broth, soup, stew, or gravy	51.0 (43.9-58.1)	49.3 (38.9-59.8)	49.5 (38.4-60.7)	56.3 (45.3-66.7)
Spooned solid fat from chilled meat or poultry broth	57.6 (50.2-64.7)	56.1 (45.1-66.6)	52.3 (42.0-62.4)	66.8 (55.4-76.5)
Trimmed fat from meat or used lean meat ³	71.9 (62.2-79.8)	68.2 (53.7-79.9)	72.5 (58.5-83.1)	77.8 (65.0-86.9)
Vegetable preparation technique				
Boiled, mashed, or baked potatoes rather than fried or deep fried them	86.5 (80.8-90.8)	87.1 (78.6-92.5)	92.8 (84.7-96.7)	77.8 (64.9-87.0)
Prepared vegetables without using butter, margarine, or a cheese or creamy sauce	69.2 (61.9-75.6)	68.6 (58.2-77.5)	72.8 (61.7-81.7)	66.1 (54.6-75.9)
Steamed or baked other vegetables	90.5 (85.2-94.0)	90.9 (83.1-95.3)	96.0 (88.5-98.6)	82.9 (68.9-91.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 55.0% of schools overall, 50.6% of elementary schools, 55.2% of middle schools, and 66.0% of high schools in which food is prepared at the school rather than in a central kitchen.

² During the 30 days before the study.

³ An additional 41.1% of schools overall, 44.2% of elementary schools, 42.5% of middle schools, and 32.8% of high schools used only precooked meat/poultry.

Table 3.6. Percentage of schools that offer specific a la carte foods and beverages to students during a typical school week, by school level—SHPPS 2014

A la carte food or beverage	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
100% fruit juice or 100% vegetable juice	71.1 (65.1-76.5)	69.7 (60.8-77.3)	66.4 (57.4-74.3)	80.9 (73.4-86.7)
Bread sticks, rolls, bagels, pita bread, or other bread products that are not whole grain	23.8 (19.3-28.9)	19.9 (14.1-27.3)	25.0 (18.8-32.4)	31.9 (24.1-40.9)
Chocolate candy	2.5 (1.4-4.3)	0	1.8 (0.7-4.9)	9.5 (5.0-17.4)
Coffee, coffee drinks, or any kind of tea	6.8 (4.8-9.7)	1.2 (0.4-4.0)	5.4 (2.7-10.5)	23.0 (15.3-33.0)
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	19.0 (15.0-23.8)	11.4 (7.0-18.2)	21.7 (15.6-29.5)	34.7 (26.4-44.2)
Deep fried French fried potatoes	7.0 (4.8-10.0)	2.4 (0.9-6.2)	7.6 (4.2-13.4)	17.5 (10.9-26.8)
Energy drinks (e.g., Red Bull or Jolt)	0.5 (0.2-1.4)	0.4 (0.1-3.0)	0	1.2 (0.4-3.9)
Foods containing peanuts or peanut butter	33.2 (27.7-39.2)	28.4 (21.8-36.1)	29.7 (22.2-38.4)	50.0 (41.3-58.7)
Frozen water ices or slushes that do not contain juice	7.8 (5.2-11.5)	8.8 (4.9-15.5)	7.1 (3.7-13.2)	5.9 (3.2-10.8)
Fruit	80.0 (74.6-84.5)	78.3 (70.5-84.6)	78.6 (70.1-85.2)	85.9 (79.0-90.8)
Ice cream or frozen yogurt that is not low in fat	11.9 (8.6-16.4)	8.5 (4.7-14.9)	15.3 (10.0-22.8)	16.2 (10.3-24.5)
Lettuce, vegetable, or bean salads	78.8 (73.1-83.5)	78.4 (70.1-84.9)	75.2 (66.9-81.9)	84.3 (77.1-89.5)
Low-fat cookies, crackers, cakes, pastries, or other low-fat baked goods	48.3 (42.4-54.2)	43.7 (35.6-52.3)	46.5 (38.3-54.9)	61.9 (52.0-70.9)
Low-fat or fat-free ice cream, frozen yogurt, or sherbet	33.1 (27.5-39.1)	29.0 (21.9-37.3)	35.7 (28.2-44.0)	40.0 (31.3-49.3)
Low-fat or nonfat yogurt	59.3 (53.4-64.9)	54.7 (46.2-62.9)	57.0 (48.8-64.9)	74.0 (66.0-80.6)
Other kinds of candy	3.4 (1.8-6.2)	1.7 (0.5-5.6)	1.6 (0.6-4.2)	9.9 (5.3-17.8)
Other vegetables	76.9 (70.7-82.1)	77.2 (68.7-83.9)	73.6 (64.7-81.0)	80.5 (71.5-87.2)
Oven-baked French fried potatoes	64.4 (58.1-70.3)	65.4 (56.4-73.5)	62.3 (53.2-70.5)	64.6 (55.3-72.8)
Pizza, hamburgers, or sandwiches	76.5 (70.8-81.4)	74.5 (66.3-81.3)	75.1 (66.9-81.8)	83.4 (76.4-88.7)
Salty snacks that are low in fat (e.g., pretzels, baked chips, or other low-fat chips)	54.6 (48.6-60.6)	43.2 (34.6-52.2)	64.4 (54.7-73.1)	71.0 (63.4-77.5)
Salty snacks that are not low in fat (e.g., regular potato chips or cheese puffs)	12.9 (9.5-17.2)	10.1 (5.8-17.1)	12.6 (7.8-19.7)	20.1 (13.9-28.2)
Snacks that are low in sodium (e.g., pretzels, crackers, or chips)	43.5 (38.0-49.2)	35.1 (27.5-43.5)	55.4 (46.5-64.0)	49.9 (41.0-58.8)
Soda pop or fruit drinks that are not 100% juice	7.1 (4.5-11.0)	4.2 (1.8-9.3)	3.3 (1.1-9.4)	19.6 (12.6-29.1)
Sports drinks (e.g., Gatorade®)	17.4 (13.9-21.6)	5.5 (2.9-10.2)	19.5 (13.5-27.5)	44.7 (36.3-53.4)
Sugar-sweetened beverages (e.g., lemonade, sweetened tea or coffee drinks, or Sunny Delight)	9.2 (6.7-12.5)	3.1 (1.2-7.6)	6.8 (3.8-11.7)	28.0 (19.7-38.1)
Vegetables with low-fat dip	63.7 (57.8-69.2)	61.5 (52.9-69.5)	60.7 (52.2-68.6)	72.9 (65.5-79.2)
Whole grain bread products (e.g. bread sticks, rolls, or bagels)	76.8 (71.0-81.7)	75.6 (67.3-82.3)	74.2 (65.6-81.2)	83.0 (75.9-88.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 3.7. Percentage of schools with cafeterias with specific characteristics,¹ by school level—SHPPS 2014

Characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Fullness of cafeteria at peak meal time²				
Less than 50% full	5.9 (3.8-9.1)	5.1 (2.3-11.0)	6.9 (3.4-13.6)	6.5 (3.5-11.6)
50% to 75% full	36.6 (31.2-42.4)	40.9 (32.8-49.6)	31.3 (23.7-39.9)	32.9 (25.1-41.6)
76% to 100% full	55.3 (49.4-60.9)	51.9 (43.5-60.2)	59.4 (51.1-67.1)	58.2 (49.3-66.6)
Over capacity	2.2 (1.1-4.6)	2.1 (0.6-6.6)	2.5 (0.7-8.0)	2.4 (0.9-6.7)
Students visited the cafeteria to learn about food safety, food preparation, or other nutrition-related topics³				
All nutrition services staff receive basic food safety training before they are allowed to prepare or serve food	94.6 (91.0-96.8)	94.7 (89.2-97.5)	96.0 (91.1-98.3)	92.4 (81.7-97.1)
Basic food safety training is provided in a language other than English ⁴	34.8 (29.1-41.0)	35.0 (27.4-43.5)	33.6 (26.4-41.7)	35.7 (28.5-43.6)
Certified food safety manager is present while food is being				
Prepared	86.8 (82.3-90.3)	86.0 (79.0-91.0)	85.2 (77.7-90.5)	90.9 (84.3-94.9)
Served	85.4 (80.4-89.2)	83.7 (76.1-89.1)	85.3 (77.7-90.6)	89.6 (82.9-93.9)
Health department inspected the cafeteria³				
Never	1.3 (0.4-3.8)	1.6 (0.4-6.8)	0.6 (0.1-4.5)	1.2 (0.2-8.2)
1 time	15.2 (10.8-21.0)	13.6 (8.2-21.7)	17.8 (11.3-26.9)	16.0 (9.1-26.6)
2 times	64.3 (58.2-70.0)	67.8 (58.9-75.5)	61.5 (52.1-70.2)	59.2 (50.0-67.8)
More than 2 times	19.2 (14.3-25.2)	17.0 (11.4-24.5)	20.0 (13.4-28.8)	23.6 (16.7-32.3)
School nutrition services staff member conducted a formal food safety self-inspection of the cafeteria⁵				
Uses an electronic point of sale system for foods or beverages sold in the cafeteria	74.8 (68.5-80.2)	72.0 (62.6-79.9)	75.3 (65.7-82.9)	81.0 (70.7-88.3)
Has an electronic point of sale system that allows parents to restrict the types of foods or beverages their student can purchase	48.4 (41.8-55.0)	50.6 (41.9-59.3)	44.0 (35.8-52.5)	48.6 (39.7-57.7)
Cafeteria has a hand washing facility or hand sanitizing station available for students' use	68.8 (63.1-74.1)	70.5 (62.5-77.4)	72.6 (64.6-79.4)	60.0 (50.3-69.0)
Offers a free source of drinking water in the cafeteria during meal times	88.3 (83.8-91.6)	88.0 (81.4-92.5)	88.3 (79.7-93.6)	88.8 (79.5-94.2)
Fruits and vegetables placed near the cashier where they are easy to access	76.4 (70.8-81.2)	78.0 (69.5-84.6)	71.4 (62.4-79.0)	78.8 (70.9-85.0)
Attractive displays used for fruits and vegetables	75.3 (70.1-79.9)	72.4 (63.5-79.8)	73.9 (65.4-81.0)	84.4 (76.6-89.9)
Healthful foods labeled with appealing, age-appropriate names	39.3 (33.9-45.0)	41.2 (33.4-49.4)	37.7 (30.2-45.8)	36.8 (29.0-45.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 91.7% of schools overall, 91.1% of elementary schools, 90.8% of middle schools, and 94.1% of high schools that had a cafeteria.

² Compared to maximum seating capacity.

³ During the 12 months before the study.

⁴ In an additional 50.7% of schools overall, 49.4% of elementary schools, 54.0% of middle schools, and 50.1% of high schools, no language other than English is necessary.

⁵ During the 30 days before the study.

Table 3.8. Percentage of schools in which school nutrition services staff talked to or taught students in specific settings,¹ by school level—SHPPS 2014

Type of class	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Health education class ²	22.3 (17.7-27.8)	NA	24.8 (18.1-33.0)	19.1 (13.7-25.9)
Any other class ²	20.3 (15.8-25.9)	NA	22.9 (16.4-30.9)	17.0 (11.6-24.2)
As part of a health education lesson or unit ³	30.4 (23.6-38.1)	30.4 (23.6-38.1)	NA	NA
As part of any other lesson or unit ³	26.3 (19.6-34.3)	26.3 (19.6-34.3)	NA	NA

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

² Not asked among elementary schools.

³ Not asked among middle or high schools.

Table 3.9. Percentage of schools in which nutrition services staff worked on school nutrition services activities with other school and local agency or organization staff,¹ by school level—SHPPS 2014

Staff	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
School staff				
Health education	25.4 (21.2-30.0)	24.7 (18.6-32.2)	24.3 (18.3-31.5)	28.4 (21.7-36.3)
Health services	40.1 (34.5-45.9)	45.9 (38.0-54.0)	36.1 (28.6-44.4)	30.7 (23.8-38.6)
Mental health or social services	14.9 (11.6-19.0)	14.0 (9.3-20.7)	15.4 (10.8-21.4)	16.5 (11.5-23.1)
Physical education	24.9 (20.3-30.2)	24.8 (18.4-32.4)	28.3 (21.7-36.0)	20.9 (15.1-28.1)
Local agency or organization staff				
A county cooperative extension office	12.1 (8.6-16.6)	12.4 (8.0-18.8)	12.9 (7.9-20.4)	9.9 (6.0-15.9)
A food commodity organization (e.g., the Dairy Council or produce growers association)	25.3 (20.4-30.8)	25.1 (18.8-32.7)	23.9 (17.4-31.9)	27.3 (20.3-35.8)
A food policy council	12.6 (9.5-16.7)	12.2 (8.1-17.9)	14.7 (9.7-21.7)	11.0 (6.9-17.1)
A health organization (e.g., the American Heart Association or the American Cancer Society)	10.1 (7.5-13.6)	8.7 (5.0-14.7)	13.6 (8.7-20.5)	9.3 (5.8-14.8)
A local anti-hunger organization (e.g., a food bank)	20.2 (15.8-25.3)	17.4 (11.9-24.7)	23.1 (16.6-31.4)	23.2 (17.2-30.6)
A local business	9.8 (7.1-13.3)	8.0 (4.7-13.1)	11.2 (6.7-18.0)	12.5 (8.2-18.7)
A local college or university	9.0 (6.2-12.8)	7.7 (4.4-13.1)	11.5 (6.6-19.4)	9.1 (5.6-14.5)
A local health department	20.8 (16.6-25.7)	18.0 (12.4-25.3)	26.1 (19.9-33.5)	20.8 (14.7-28.5)
A local hospital	6.9 (4.4-10.8)	6.9 (3.7-12.3)	7.9 (4.2-14.4)	5.8 (2.9-11.3)
A local mental health or social services agency	4.3 (2.6-7.0)	4.1 (1.8-9.1)	3.8 (1.7-8.0)	5.4 (2.7-10.5)
A local service club (e.g., Rotary Club)	4.6 (2.8-7.6)	4.4 (2.1-8.9)	4.4 (2.1-8.9)	5.5 (2.9-10.2)
A local youth organization (e.g., the Boys and Girls Clubs)	9.7 (6.6-13.9)	9.7 (5.7-16.0)	10.0 (5.7-17.1)	9.1 (5.7-14.4)
A nongovernmental organization promoting farm to school activities	19.9 (15.7-24.8)	18.6 (13.4-25.2)	19.0 (13.2-26.7)	24.2 (18.0-31.8)
Action for Healthy Kids	8.6 (6.1-12.1)	8.1 (4.6-13.7)	9.7 (5.7-16.0)	8.8 (5.1-14.6)
Alliance for a Healthier Generation	10.9 (7.9-14.8)	12.5 (8.3-18.4)	9.2 (5.4-15.3)	9.2 (5.2-15.7)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

Table 3.10. Percentage of schools that engaged in specific activities to promote the school nutrition services program,¹ by school level—SHPPS 2014

Activity	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Collected suggestions from school staff about the school nutrition services program	44.9 (39.5-50.5)	40.5 (32.7-48.7)	43.7 (35.5-52.2)	57.9 (49.0-66.4)
Collected suggestions from students' families about the school nutrition services program	29.7 (25.1-34.7)	28.6 (22.0-36.3)	32.7 (25.5-40.9)	28.3 (21.3-36.6)
Conducted taste-tests with students	44.1 (39.1-49.2)	41.6 (33.7-50.0)	41.7 (34.5-49.2)	53.4 (44.9-61.8)
Conducted taste-tests with students' families	10.1 (7.2-13.8)	10.5 (6.4-16.9)	10.6 (6.6-16.6)	8.3 (4.8-13.9)
Included articles about the school nutrition services program in a school newsletter, newspaper, website, or other publication	62.1 (56.4-67.5)	64.6 (56.2-72.3)	62.2 (53.3-70.4)	55.6 (46.7-64.3)
Included nutrition services topics during school announcements	48.5 (43.0-54.1)	51.8 (44.1-59.3)	46.8 (37.9-55.9)	42.7 (34.8-51.0)
Made information available to students on the nutrition and caloric content of foods available to them	60.7 (54.9-66.3)	59.6 (51.2-67.6)	64.2 (56.1-71.5)	59.0 (50.0-67.4)
Made menus available to students	96.8 (94.6-98.1)	98.4 (95.1-99.5)	94.8 (89.7-97.4)	95.3 (90.2-97.8)
Placed posters or other materials promoting healthy eating habits on display in the cafeteria	86.6 (81.8-90.2)	87.5 (80.2-92.4)	89.4 (83.5-93.3)	80.5 (71.6-87.1)
Placed posters or other materials promoting healthy eating habits on display in the school	45.1 (39.4-51.1)	48.2 (40.2-56.3)	42.6 (34.6-51.1)	41.1 (32.5-50.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

Table 3.11. Percentage of school nutrition services programs with specific practices related to food safety and serving students with special dietary needs, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Almost always or always used HACCP-based recipes ¹	91.5 (87.0-94.6)	91.7 (84.1-95.8)	88.5 (78.7-94.1)	94.7 (87.2-97.9)
Has a written plan for				
Feeding students who rely on the school meal programs in the event of an unplanned school dismissal or school closure	58.5 (52.1-64.6)	63.9 (54.5-72.3)	53.5 (44.8-62.1)	51.7 (42.6-60.8)
Implementation of a risk-based approach to food safety (e.g., a HACCP-based program)	89.4 (84.5-92.9)	91.6 (82.3-96.2)	86.3 (79.3-91.2)	87.9 (79.4-93.2)
Feeding students with severe food allergies	88.4 (83.8-91.8)	90.1 (82.2-94.7)	87.4 (80.8-91.9)	85.4 (76.8-91.2)
To protect students with food allergies				
Provides a separate allergen-free table or tables	36.2 (30.7-42.2)	47.2 (38.9-55.7)	26.0 (19.0-34.4)	21.8 (15.8-29.2)
Uses special sanitation procedures in the kitchen and dining area	78.3 (73.3-82.7)	83.2 (75.7-88.8)	72.0 (64.5-78.5)	73.9 (64.8-81.3)
Identifies students with food allergies in the serving line before they get to the cashier	71.2 (66.2-75.7)	77.0 (69.9-82.9)	69.5 (62.4-75.8)	58.6 (49.5-67.2)
Makes food ingredient lists or food labels available	79.9 (74.7-84.3)	83.5 (76.3-88.8)	75.5 (66.8-82.5)	76.5 (68.3-83.1)
Makes changes in the foods offered to students with food allergies	85.5 (81.2-89.0)	86.7 (79.5-91.6)	84.7 (76.8-90.2)	83.8 (76.2-89.3)
Has a committee that includes students who provide suggestions for the school nutrition services program	17.4 (13.7-22.0)	11.6 (7.6-17.5)	17.1 (11.7-24.2)	32.3 (25.6-39.9)
Makes changes in the foods offered to any				
Students with chronic health conditions (e.g., diabetes)	54.5 (48.3-60.6)	56.4 (47.3-65.1)	49.8 (41.9-57.8)	56.1 (47.1-64.7)
Students who are vegetarians	49.1 (43.8-54.4)	47.0 (39.2-55.0)	49.9 (42.3-57.6)	53.2 (44.2-61.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

HACCP is Hazard Analysis and Critical Control Points.

¹ During the 30 days before the study.

Table 3.12. Percentage of elementary school classes with specific hand cleaning practices—SHPPS 2014

Practice	Total (%)
Teacher made time for students to wash their hands ¹	
Before lunch	82.9 (72.4-90.0)
Before snacks	71.1 (59.3-80.7)
After recess	72.8 (62.5-81.1)
Teacher made time for students to use hand sanitizers	
Before lunch	78.8 (69.2-86.0)
Before snacks	69.4 (58.5-78.4)
After recess	68.5 (58.2-77.2)
Classroom supply list for students includes hand cleaning products	65.9 (54.5-75.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Using a restroom or classroom sink.

Table 3.13. Percentage of schools with specific nutrition services staffing characteristics, by school level—SHPPS 2014

Staffing characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Someone at school oversees or coordinates nutrition services (e.g., a school food service manager)	85.9 (81.1-89.6)	87.7 (81.4-92.1)	81.5 (73.7-87.5)	86.8 (79.2-91.9)
Staff with primary responsibility for deciding which foods to order for school				
Staff working at the district food authority office	43.1 (36.1-50.4)	45.7 (36.6-55.1)	41.2 (32.6-50.3)	39.0 (30.8-47.8)
School staff	27.6 (22.4-33.6)	26.8 (19.3-35.9)	27.2 (20.2-35.7)	30.3 (23.2-38.6)
Food service management company staff	26.0 (20.7-32.1)	25.4 (18.5-33.7)	24.7 (17.6-33.6)	29.2 (22.1-37.5)
Someone else	2.8 (1.7-4.8)	1.3 (0.5-3.7)	6.8 (3.4-13.3)	1.5 (0.5-4.6)
No primary group	0.4 (0.1-3.0)	0.8 (0.1-5.5)	0	0
Staff with primary responsibility for cooking foods for students at school¹				
Staff working at a central kitchen	45.0 (39.1-51.1)	49.4 (40.8-58.1)	44.8 (36.0-54.0)	34.0 (26.2-42.7)
School staff	40.1 (34.3-46.2)	39.0 (31.1-47.6)	38.3 (30.4-46.9)	45.1 (36.7-53.8)
Food service management company staff	14.0 (10.1-19.0)	11.0 (6.8-17.2)	14.7 (9.0-23.3)	20.7 (14.2-29.3)
Someone else	0.6 (0.2-1.7)	0	2.1 (0.7-6.5)	0.2 (0.0-1.6)
No primary group	0.3 (0.0-2.1)	0.6 (0.1-4.0)	0	0
Requires newly hired food service manager to have				
High school diploma or GED	73.6 (67.5-79.0)	75.0 (66.1-82.1)	70.0 (61.2-77.5)	75.0 (67.3-81.4)
Associate's degree in nutrition or related field	7.5 (4.7-11.6)	7.5 (3.9-14.1)	7.6 (3.8-14.5)	7.2 (4.3-11.8)
Undergraduate degree in nutrition or related field	6.0 (3.6-10.0)	7.7 (3.9-14.6)	4.3 (1.7-10.4)	4.3 (1.9-9.7)
Graduate degree in nutrition or related field	0	0	0	0
No specific education requirement	12.9 (9.4-17.4)	9.8 (5.5-17.0)	18.1 (12.2-26.1)	13.5 (8.2-21.5)
A Registered Dietician (RD) credential	2.6 (1.4-4.9)	2.9 (1.2-6.9)	3.7 (1.6-8.1)	0.4 (0.1-3.0)
A School Nutrition Specialist credential from the School Nutrition Association	8.3 (5.7-12.0)	8.2 (4.7-14.0)	7.6 (4.3-13.1)	9.6 (5.6-16.1)
A School Nutrition Association certification ²	21.5 (16.4-27.6)	23.5 (16.5-32.2)	21.2 (15.2-28.8)	16.9 (11.1-24.8)
Successful completion of a school nutrition services training program ³	51.8 (45.9-57.7)	56.7 (48.8-64.3)	45.7 (37.3-54.3)	47.9 (39.2-56.7)
ServSafe or other food safety certification	83.0 (78.2-87.0)	83.3 (76.2-88.6)	79.6 (71.8-85.6)	87.0 (79.9-91.8)
Requires all nutrition services staff to earn continuing education credits on nutrition services	26.5 (21.6-32.0)	31.5 (24.4-39.5)	20.9 (15.0-28.3)	21.4 (14.8-30.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Does not include the reheating of prepared foods.

² Could include Level 1, Level 2, Level 3, or Trainer.

³ Provided or sponsored by the state.

Table 3.14. Percentage of schools with specific policies related to foods and beverages available outside of the school meal program, by school level—SHPPS 2014

Policy	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Staff prohibited or actively discouraged from using food or food coupons as a reward for good behavior or good academic performance	46.6 (41.4-51.8)	48.6 (41.1-56.1)	49.7 (41.3-58.1)	37.5 (29.2-46.6)
Staff prohibited or actively discouraged from withholding food or restricting the types of foods available as a form of punishment for students' behavior	71.9 (67.1-76.2)	77.1 (69.7-83.1)	70.3 (62.7-77.0)	60.8 (52.2-68.7)
If food is served, fruits or vegetables will be among the foods offered at				
After-school or extended day programs ¹	27.3 (22.0-33.2)	29.4 (21.6-38.7)	30.3 (23.0-38.7)	18.1 (12.9-24.8)
Concession stands ²	5.1 (3.5-7.4)	3.2 (1.3-7.6)	6.8 (3.9-11.6)	7.3 (4.1-12.7)
Student parties ³	23.2 (19.1-27.8)	24.7 (18.9-31.6)	28.3 (21.9-35.8)	12.4 (7.7-19.4)
If food is served, whole grain foods will be among the foods offered at				
After-school or extended day programs ¹	19.6 (15.2-24.9)	23.8 (16.9-32.3)	21.3 (14.8-29.7)	7.5 (4.6-12.1)
Concession stands ²	4.7 (3.0-7.3)	3.2 (1.3-7.5)	5.3 (2.5-10.8)	7.6 (3.9-14.1)
Student parties ³	8.6 (6.2-11.8)	8.2 (5.0-13.2)	10.7 (6.6-16.9)	6.9 (3.5-13.2)
If beverages are served, healthful beverages such as plain water or low-fat milk will be among the beverages offered at				
After-school or extended day programs ¹	31.6 (26.2-37.5)	36.4 (28.2-45.5)	30.7 (23.5-39.1)	20.8 (14.1-29.6)
Concession stands ²	11.0 (8.1-14.7)	5.4 (2.6-10.8)	12.3 (8.0-18.3)	21.8 (14.6-31.3)
Student parties ³	26.2 (21.8-31.2)	26.8 (20.7-33.9)	28.1 (21.5-35.9)	22.2 (15.1-31.4)
Junk foods ⁴ are prohibited from being offered at				
After-school or extended day programs ¹	28.2 (23.1-33.8)	34.3 (26.5-43.0)	28.7 (21.6-37.0)	12.6 (8.6-18.2)
Concession stands ²	4.8 (3.1-7.1)	2.4 (0.9-6.0)	6.8 (3.8-12.1)	7.6 (4.1-13.5)
Student parties ³	20.0 (16.1-24.5)	22.2 (16.9-28.8)	22.9 (16.6-30.7)	10.5 (6.6-16.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ An additional 24.3% of schools overall, 21.1% of elementary schools, 19.2% of middle schools, and 38.6% of high schools do not have after-school or extended day programs.

² An additional 55.0% of schools overall, 78.3% of elementary schools, 43.2% of middle schools, and 17.3% of high schools do not have concession stands.

³ An additional 8.0% of schools overall, 4.9% of elementary schools, 6.9% of middle schools, and 17.5% of high schools do not have student parties.

⁴ Defined as foods or beverages that have low nutrient density, that is, they provide calories primarily through fats or added sugars and have minimal amounts of vitamins and minerals.

Table 3.15. Percentage of schools with specific practices related to the sale of foods and beverages in vending machines, school stores, canteens, or snack bars, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Students can purchase food or beverages from				
One or more vending machines at the school	28.1 (24.3-32.2)	10.1 (6.4-15.6)	33.0 (26.2-40.7)	66.4 (58.6-73.5)
A school store, canteen, or snack bar	19.1 (15.3-23.7)	12.3 (8.1-18.2)	24.2 (17.5-32.3)	29.5 (23.1-36.9)
Students can purchase specific foods and beverages high in fat, sodium, or added sugars from vending machines or school stores				
2% or whole milk (plain or flavored)	6.0 (4.1-8.6)	2.0 (0.7-5.7)	7.9 (4.6-13.4)	13.4 (8.6-20.3)
Chocolate candy	11.5 (8.8-14.9)	5.2 (2.7-9.6)	11.9 (7.6-18.1)	26.9 (19.9-35.3)
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	17.9 (14.7-21.7)	7.9 (4.7-13.0)	21.8 (16.1-28.9)	38.2 (29.7-47.5)
Ice cream or frozen yogurt that is not low in fat	6.9 (4.8-9.9)	5.0 (2.6-9.6)	8.0 (4.4-14.1)	10.2 (5.9-16.8)
Other kinds of candy	14.6 (11.4-18.5)	8.2 (4.8-13.6)	14.0 (9.5-20.1)	31.8 (24.2-40.5)
Salty snacks that are not low in fat (e.g., regular potato chips)	18.4 (15.0-22.4)	8.6 (5.1-14.1)	21.6 (15.6-29.0)	38.8 (30.7-47.5)
Water ices or frozen slushes that do not contain juice	5.0 (3.4-7.3)	2.5 (0.9-6.5)	7.4 (4.3-12.6)	8.2 (5.2-12.9)
Students can purchase specific foods and beverages high in fat, sodium, or added sugars during specific times				
Before classes begin in the morning	11.7 (9.3-14.6)	2.4 (0.8-6.6)	13.0 (8.7-19.1)	33.0 (25.1-42.0)
During any school hours when meals are not being served	10.4 (8.1-13.3)	2.3 (1.0-5.1)	11.3 (7.2-17.3)	29.4 (21.8-38.4)
During school lunch periods	15.7 (12.7-19.3)	5.3 (2.7-10.2)	22.6 (16.6-30.0)	33.2 (25.9-41.4)
Students can purchase specific foods and beverages low in fat from vending machines or school stores				
1% or skim milk	6.8 (4.9-9.5)	2.1 (0.9-5.2)	10.2 (6.3-15.9)	14.4 (9.4-21.4)
100% fruit juice	16.9 (14.0-20.3)	6.3 (3.6-10.6)	22.9 (17.2-29.9)	35.9 (27.8-44.8)
100% vegetable juice	3.5 (2.2-5.3)	0.5 (0.1-3.2)	5.7 (3.1-10.2)	8.2 (4.7-14.1)
Bottled water	34.6 (30.0-39.4)	15.6 (10.8-22.0)	41.9 (34.4-49.9)	72.2 (64.9-78.6)
Bread sticks, rolls, bagels, pita bread, or other bread products that are not whole grain	5.2 (3.4-7.9)	1.9 (0.6-5.9)	6.8 (3.5-12.9)	11.4 (7.4-17.1)
Fruits or vegetables, not juice	6.0 (4.5-8.0)	2.9 (1.3-6.4)	7.7 (4.7-12.3)	11.8 (7.7-17.7)
Low-fat cookies, crackers, cakes, pastries, or other low-fat baked goods	21.7 (18.1-25.8)	10.6 (6.8-16.2)	27.4 (21.0-34.7)	42.5 (34.5-50.8)
Low-fat or fat-free ice cream, frozen yogurt, or sherbet	5.0 (3.4-7.4)	2.7 (1.2-6.1)	5.5 (2.9-10.3)	10.2 (5.8-17.2)
Low-fat or non-fat yogurt	4.9 (3.4-7.1)	3.6 (1.7-7.6)	4.7 (2.4-9.1)	8.3 (4.6-14.6)
Salty snacks that are low in fat (e.g., pretzels, baked chips, or other low-fat chips)	25.7 (21.8-30.1)	12.0 (7.9-17.8)	33.6 (26.9-41.1)	50.0 (41.4-58.7)
Snacks (e.g., pretzels, crackers, or chips) that are low in sodium	20.8 (17.0-25.2)	9.2 (5.6-14.8)	27.2 (20.9-34.5)	42.1 (33.1-51.7)
Whole grain bread products, such as bread sticks, rolls, or bagels	6.9 (5.0-9.5)	3.4 (1.6-7.2)	8.6 (5.2-13.7)	13.6 (8.8-20.4)
Students can purchase foods and beverages low in fat during specific times				
Before classes begin in the morning	22.4 (19.1-26.1)	7.1 (4.1-11.8)	24.7 (19.0-31.6)	57.6 (49.4-65.3)
During any school hours when meals are not being served	17.8 (14.6-21.5)	5.8 (3.3-10.0)	18.4 (13.2-25.1)	46.7 (38.2-55.5)
During school lunch periods	24.2 (20.3-28.5)	10.1 (6.2-16.1)	30.9 (24.0-38.9)	50.5 (42.2-58.7)
Students can purchase specific sugar-sweetened or caffeinated beverages from vending machines or school stores				
Coffee, coffee drinks, or any kind of tea	3.3 (2.3-4.7)	0	1.8 (0.5-5.5)	13.4 (9.0-19.5)
Energy drinks (e.g., Red Bull or Jolt)	0.4 (0.1-1.4)	0	0.8 (0.1-5.4)	0.9 (0.2-3.8)
Soda pop or fruit drinks that are not 100% juice	15.1 (12.1-18.7)	3.1 (1.4-6.8)	17.3 (12.3-23.9)	42.1 (34.0-50.6)
Sports drinks (e.g., Gatorade™)	20.8 (17.3-24.9)	5.0 (2.7-9.1)	21.8 (15.9-29.1)	59.3 (51.7-66.5)
Sugar-sweetened beverages (e.g., lemonade, sweetened tea or coffee drinks, flavored milk, or Sunny Delight)	8.1 (6.0-10.8)	1.3 (0.4-4.2)	7.3 (4.2-12.5)	25.9 (19.1-34.1)
Students can purchase sugar-sweetened or caffeinated beverages during specific times				
Before classes begin in the morning	14.9 (12.2-18.0)	2.2 (1.0-4.8)	13.4 (8.8-19.8)	48.8 (41.2-56.4)
During any school hours when meals are not being served	11.3 (9.0-14.2)	1.9 (0.7-5.0)	8.9 (5.5-14.0)	38.3 (30.6-46.7)
During school lunch periods	15.5 (12.2-19.4)	2.2 (0.8-6.0)	18.6 (12.7-26.2)	44.9 (37.0-53.1)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 3.16. Percentage of schools with specific practices related to the sale of foods and beverages outside of the school meal program—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Healthful foods (e.g., fruits, vegetables, and whole grain foods) intentionally priced at a lower cost than junk food ¹	18.2 (12.6-25.6)	14.3 (5.0-34.6)	17.6 (9.2-31.0)	21.1 (13.7-31.1)
Healthful beverages (e.g., plain water or low-fat milk) intentionally priced at a lower cost than sugar-sweetened beverages ²	11.2 (7.7-16.0)	4.9 (1.2-18.3)	11.0 (5.7-20.2)	16.0 (10.3-24.1)
Organizations at school (e.g., student clubs, sports teams, or the PTA) sold food or beverages ³	74.7 (69.9-78.9)	71.0 (63.3-77.6)	79.1 (72.1-84.8)	78.3 (70.4-84.6)
Sold items high in fat or added sugars as part of fundraising for any school organization ³				
Chocolate candy	47.3 (42.5-52.1)	41.0 (33.6-48.8)	51.8 (43.9-59.6)	57.1 (48.2-65.5)
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	52.7 (47.8-57.5)	44.5 (36.7-52.6)	59.6 (51.5-67.1)	64.3 (55.2-72.4)
Other kinds of candy	35.9 (31.5-40.6)	29.7 (23.3-37.0)	34.9 (27.7-42.9)	52.8 (43.5-61.8)
Soda pop or fruit drinks that are not 100% juice	20.0 (16.3-24.4)	17.0 (12.1-23.3)	18.6 (13.4-25.4)	29.5 (21.7-38.7)
Sports drinks, such as Gatorade™	14.8 (11.8-18.4)	8.1 (4.8-13.2)	16.1 (11.2-22.7)	30.0 (22.9-38.3)
Students could purchase fundraising items high in fat or added sugars during specific times				
Before classes begin in the morning	10.1 (7.9-12.8)	2.7 (1.1-6.5)	10.8 (7.1-16.2)	28.0 (20.7-36.7)
During any school hours when meals are not being served	10.3 (7.9-13.3)	4.3 (2.1-8.6)	11.9 (7.8-17.7)	23.5 (17.4-31.1)
During school lunch periods	17.7 (14.5-21.3)	8.9 (5.5-14.2)	23.8 (17.8-31.1)	31.9 (24.1-40.9)
Sold items low in fat as part of fundraising for any school organization ²				
100% fruit juice or vegetable juice	7.6 (5.3-10.8)	7.1 (4.0-12.5)	6.2 (3.4-11.2)	10.6 (6.4-17.1)
Fruits or vegetables	17.6 (14.1-21.7)	13.5 (9.2-19.4)	18.6 (13.1-25.7)	26.6 (20.0-34.3)
Low-fat cookies, crackers, cakes, pastries, or other low-fat baked goods	17.0 (13.4-21.2)	12.9 (8.1-19.8)	23.0 (16.9-30.3)	19.6 (12.8-28.7)
Students could purchase fundraising items low in fat during specific times				
Before classes begin in the morning	5.3 (3.7-7.6)	2.8 (1.1-6.6)	5.5 (3.1-9.6)	11.6 (7.0-18.6)
During any school hours when meals are not being served	5.5 (3.9-7.9)	2.8 (1.0-7.1)	5.7 (3.1-10.3)	12.3 (7.7-19.1)
During school lunch periods	10.4 (7.8-13.7)	6.9 (3.8-12.1)	12.7 (8.2-19.2)	16.3 (10.1-25.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ An additional 33.8% of schools overall, 38.3% of elementary schools, 37.9% of middle schools, and 27.2% of high schools do not sell junk food. Junk food defined as foods or beverages that have low nutrient density, that is, they provide calories primarily through fats or added sugars and have minimal amounts of vitamins and minerals.

² An additional 31.6% of schools overall, 39.5% of elementary schools, 45.1% of middle schools, and 15.1% of high schools do not sell sugar-sweetened beverages.

³ During the 12 months before the study.

Table 3.17. Percentage of schools with specific practices related to the promotion of soft drinks,¹ fast food, and other junk foods, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Holds fundraiser nights at fast food restaurants where a portion of the sales made on a particular night benefit the school	36.9 (31.5-42.8)	37.7 (30.1-46.0)	34.6 (27.5-42.5)	38.0 (30.2-46.5)
Sells soft drinks to students in any venue	74.1 (66.9-80.1)	47.8 (33.7-62.3)	73.3 (61.2-82.7)	95.1 (90.0-97.6)
Receives a specified percentage of soft drink sales receipts	25.3 (20.9-30.3)	17.3 (11.7-24.9)	24.2 (18.0-31.7)	45.9 (37.9-54.2)
Receives incentives (e.g., cash awards or donations of equipment, supplies, or other donations) once receipts total a specified amount	6.9 (4.7-10.0)	4.8 (2.5-9.1)	8.3 (4.9-13.7)	10.3 (6.2-16.6)
Prohibited from selling soft drinks produced by more than one company	21.8 (17.4-26.9)	18.6 (13.0-26.0)	21.0 (14.8-29.0)	29.7 (22.6-37.9)
Allows soft drink companies to advertise soft drinks in specific locations				
On vending machines	22.2 (18.6-26.2)	11.7 (8.0-16.9)	22.6 (17.2-29.2)	48.0 (39.7-56.3)
Elsewhere in the school building	6.6 (4.7-9.1)	5.8 (3.3-9.9)	5.9 (3.1-11.0)	9.3 (5.8-14.7)
On school grounds, including on the outside of the school building, on playing fields, or other areas of the campus	8.3 (6.2-11.0)	4.8 (2.5-8.9)	6.0 (3.1-11.2)	20.1 (14.6-27.0)
On school buses or other vehicles used to transport students	1.1 (0.5-2.4)	0.9 (0.2-3.5)	1.0 (0.2-3.9)	1.6 (0.4-6.2)
Allows advertisements for junk food or fast food restaurants on school property	5.8 (4.1-8.2)	2.8 (1.2-6.3)	7.2 (4.1-12.4)	11.6 (7.8-17.0)
Uses any educational materials that feature junk food, fast food restaurants, or soft drinks, including their logos or characters	4.0 (2.6-6.1)	4.1 (2.1-7.9)	4.6 (2.3-9.1)	2.9 (1.3-6.7)
Promotes junk food, fast food restaurants, or soft drinks through the distribution of products (e.g., t-shirts, hats, and book covers) to students	3.7 (2.2-6.0)	3.7 (1.6-8.5)	4.0 (1.9-8.4)	3.1 (1.2-7.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Defined as sports drinks, soda pop, or fruit drinks that are not 100% juice.

Table 3.18. Percentage of school nutrition services coordinators¹ with specific characteristics, by school level—SHPPS 2014

Characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Works for				
School district	64.0 (55.5-71.7)	67.5 (55.6-77.5)	59.9 (48.7-70.2)	60.7 (50.8-69.8)
School	35.8 (29.5-42.7)	34.1 (25.2-44.3)	35.4 (26.6-45.2)	40.4 (30.6-51.0)
Food service management company	18.1 (12.9-24.6)	16.2 (10.2-24.7)	16.4 (9.3-27.3)	24.3 (17.1-33.3)
Other	1.7 (0.7-3.9)	1.1 (0.3-4.4)	2.7 (0.7-10.0)	1.7 (0.2-11.5)
Highest level of education completed				
Less than high school	1.7 (0.7-4.1)	2.7 (1.0-7.5)	0.5 (0.1-3.9)	0.7 (0.1-5.0)
High school or GED	38.5 (32.3-45.0)	40.2 (31.0-50.1)	39.6 (30.9-49.0)	33.1 (24.4-43.1)
More than high school	59.8 (53.3-66.1)	57.1 (47.1-66.6)	59.9 (50.6-68.5)	66.2 (56.2-74.9)
Has an undergraduate degree	42.4 (34.5-50.6)	45.8 (33.4-58.7)	31.5 (20.3-45.3)	46.9 (35.7-58.3)
Majored in²				
Business	18.7 (11.0-30.1)	9.7 (3.5-24.2)	21.5 (9.1-42.8)	35.2 (21.2-52.2)
Education	5.8 (1.5-19.9)	7.3 (1.1-35.8)	0	6.9 (2.2-19.3)
Food service administration or management	14.2 (7.6-24.9)	14.1 (5.8-30.5)	12.8 (3.0-41.2)	15.3 (6.1-33.5)
Home economics or family and consumer sciences	0	0	0	0
Nutrition	24.7 (16.4-35.5)	27.5 (15.6-43.8)	19.6 (7.6-42.1)	22.8 (12.8-37.2)
Other	43.7 (30.9-57.5)	48.4 (28.7-68.5)	46.0 (23.3-70.5)	32.8 (18.8-50.7)
Has an undergraduate minor				
	30.9 (20.4-43.8)	22.9 (10.7-42.4)	31.6 (14.2-56.3)	46.2 (30.1-63.1)
Minored in³				
Business	12.7 (4.4-31.6)	9.6 (1.3-47.0)	10.1 (1.3-49.3)	17.3 (6.3-39.4)
Education	2.5 (0.3-16.6)	0	0	6.5 (0.9-34.9)
Food service administration or management	3.8 (0.5-23.2)	9.0 (1.2-45.2)	0	0
Home economics or family and consumer sciences	2.3 (0.3-15.0)	0	0	5.8 (0.8-32.2)
Nutrition	12.7 (3.7-35.2)	14.8 (2.0-59.1)	0	16.5 (3.7-50.6)
Other	66.0 (45.7-81.7)	66.6 (31.2-89.7)	89.9 (50.7-98.7)	53.9 (31.0-75.2)
Has a graduate degree				
	36.2 (24.7-49.4)	42.7 (25.1-62.4)	21.7 (9.1-43.4)	33.5 (18.8-52.3)
Did graduate work in⁴				
Business	43.5 (24.3-64.9)	39.0 (16.4-67.5)	46.7 (14.3-82.2)	54.2 (29.5-77.0)
Education	11.3 (4.4-25.7)	5.0 (0.7-29.5)	0	33.0 (14.2-59.6)
Food service administration or management	11.8 (3.1-35.8)	13.8 (3.2-43.3)	0	12.0 (2.7-40.4)
Home economics or family and consumer sciences	0	0	0	0
Nutrition	25.5 (11.6-47.1)	30.8 (11.8-59.6)	39.9 (10.5-79.1)	4.7 (0.6-28.6)
Other	20.5 (8.2-42.6)	27.5 (10.1-56.2)	13.4 (1.7-57.9)	5.1 (0.7-30.3)
Has a School Nutrition Specialist credential from the School Nutrition Association				
	10.9 (7.2-16.2)	10.7 (5.8-18.9)	10.2 (5.5-18.0)	12.1 (7.2-19.7)
Has a School Nutrition Association certification⁵				
	17.6 (12.4-24.3)	19.2 (12.3-28.6)	15.4 (9.4-24.2)	16.5 (10.3-25.5)
Has an RD credential				
	4.3 (2.2-7.9)	5.9 (2.8-12.2)	2.2 (0.7-6.9)	2.7 (1.1-6.6)
Has a culinary arts degree				
	7.0 (4.3-11.2)	5.5 (2.6-11.2)	7.0 (3.4-13.7)	10.4 (6.0-17.5)
Is a certified dietary manager				
	13.3 (9.1-18.9)	13.2 (7.8-21.5)	16.3 (9.9-25.7)	9.7 (5.6-16.3)
Is a certified food safety manager				
	70.8 (64.5-76.4)	69.5 (59.8-77.7)	71.1 (61.9-78.9)	73.6 (65.2-80.6)
Has any other certifications from a state agency or state-level professional group				
	22.8 (17.8-28.7)	22.3 (15.4-31.2)	20.3 (13.3-29.7)	27.0 (19.4-36.1)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 68.9% of schools overall, 68.2% of elementary schools, 66.5% of middle schools, and 74.0% of high schools that had a nutrition services coordinator who served as the respondent to the school nutrition services questionnaire.

² Among coordinators with an undergraduate degree.0

³ Among coordinators with an undergraduate minor.

⁴ Among coordinators with a graduate degree.

⁵ Could include Level 1, Level 2, Level 3, or Trainer.

Table 3.19. Percentage of school nutrition services coordinators who received professional development¹ and who wanted professional development on nutrition services related topics, by school level—SHPPS 2014

Topic	Received professional development				Wanted professional development			
	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Competitive food policies to create a healthy food environment	61.8 (55.2-68.0)	59.8 (49.8-69.0)	58.9 (49.5-67.7)	69.9 (59.8-78.5)	16.7 (12.5-21.8)	14.0 (8.7-21.9)	20.7 (13.6-30.3)	18.2 (12.6-25.4)
Culinary skills	37.5 (31.0-44.5)	36.6 (27.2-47.2)	35.3 (26.4-45.3)	42.2 (32.7-52.2)	16.6 (12.2-22.3)	16.2 (10.3-24.6)	20.1 (13.4-29.0)	13.6 (8.4-21.2)
Cultural diversity in meal planning	41.4 (34.9-48.1)	42.3 (33.1-52.1)	38.7 (29.6-48.6)	42.4 (33.6-51.8)	16.5 (12.6-21.2)	14.0 (9.3-20.5)	21.6 (14.4-31.1)	16.5 (11.1-23.8)
Customer service	69.1 (62.2-75.2)	68.4 (58.2-77.0)	70.6 (60.7-78.9)	68.9 (57.7-78.3)	13.9 (10.1-19.0)	13.3 (8.4-20.4)	18.2 (11.6-27.5)	10.4 (6.1-16.9)
Facility design and layout, including equipment selection	32.3 (26.4-38.8)	33.3 (24.1-44.0)	27.8 (20.1-37.1)	35.1 (26.7-44.6)	6.5 (4.2-10.1)	7.8 (4.3-13.9)	1.1 (0.2-7.6)	9.9 (5.7-16.7)
Financial management	47.4 (41.0-53.9)	48.2 (37.9-58.7)	43.7 (34.4-53.6)	50.0 (40.0-59.9)	17.8 (13.8-22.7)	15.3 (9.8-23.2)	23.3 (16.2-32.4)	17.2 (11.6-24.9)
Food preparation methods for students with food allergies	69.4 (62.3-75.6)	68.7 (58.1-77.6)	68.8 (59.3-76.9)	71.6 (61.8-79.8)	9.5 (6.5-13.5)	8.0 (4.1-15.1)	10.6 (5.9-18.3)	11.5 (6.8-18.8)
Food safety	90.3 (85.8-93.4)	88.8 (80.7-93.8)	90.5 (83.1-94.9)	93.3 (85.8-97.0)	6.1 (3.9-9.5)	5.6 (2.6-11.5)	7.7 (3.9-14.9)	5.4 (2.4-11.7)
Healthy food preparation methods	79.8 (73.8-84.7)	77.1 (68.2-84.1)	82.8 (73.6-89.2)	82.5 (71.6-89.8)	13.6 (10.4-17.6)	9.8 (6.1-15.5)	21.1 (14.6-29.4)	13.7 (8.7-20.9)
Implementing local wellness policies at the school level	62.8 (55.5-69.5)	57.3 (47.1-67.0)	66.3 (55.9-75.4)	71.2 (62.1-78.8)	7.1 (4.4-11.3)	5.3 (2.4-11.3)	9.9 (5.4-17.5)	8.3 (4.2-15.5)
Implementing the new USDA rules for school meals	80.6 (74.6-85.4)	77.8 (67.8-85.4)	84.1 (74.2-90.7)	83.0 (71.6-90.4)	19.5 (15.1-24.9)	17.6 (11.8-25.4)	24.2 (16.7-33.8)	18.6 (12.8-26.2)
Increasing the percentage of students participating in school meals	67.3 (61.0-73.0)	64.8 (55.8-72.9)	70.4 (60.4-78.7)	69.3 (57.5-79.1)	22.9 (18.3-28.2)	17.3 (12.0-24.3)	32.3 (23.5-42.5)	25.0 (18.0-33.5)
Making school meals more appealing	74.5 (68.3-79.9)	73.4 (64.1-80.9)	74.1 (64.0-82.2)	77.6 (68.2-84.8)	24.7 (19.8-30.4)	26.5 (19.3-35.1)	25.0 (17.3-34.7)	20.2 (14.3-27.9)
Menu planning for healthful meals	74.8 (69.2-79.6)	73.4 (64.2-81.0)	74.9 (65.7-82.3)	77.6 (66.9-85.6)	22.2 (17.4-27.9)	19.9 (13.4-28.6)	27.1 (19.7-36.0)	21.9 (15.0-30.8)
Nutrition services for students with special dietary needs other than food allergies	62.3 (55.1-69.0)	63.9 (53.8-72.9)	63.7 (53.9-72.4)	57.2 (46.0-67.7)	7.0 (4.7-10.3)	4.8 (2.2-10.1)	9.6 (4.9-17.9)	9.3 (4.9-16.8)
Personal safety for nutrition services staff	77.4 (71.4-82.4)	77.2 (67.9-84.4)	79.7 (70.8-86.4)	75.2 (66.1-82.6)	2.7 (1.3-5.7)	2.3 (0.7-6.7)	4.4 (1.8-10.4)	1.9 (0.5-7.4)
Personnel management	54.9 (48.1-61.6)	55.1 (44.7-65.0)	53.9 (43.9-63.6)	55.9 (45.6-65.8)	8.9 (6.0-13.2)	6.9 (3.2-14.2)	11.0 (6.1-19.1)	11.2 (6.6-18.4)
Procedures for handling severe food allergy reactions	72.7 (66.8-77.9)	75.1 (66.3-82.2)	71.3 (62.3-78.9)	68.7 (59.8-76.4)	8.7 (5.9-12.7)	6.4 (3.1-12.7)	11.5 (6.6-19.2)	10.9 (6.3-18.2)
Procedures for responding to food recalls	70.4 (63.6-76.3)	68.1 (58.0-76.8)	70.4 (60.6-78.6)	75.5 (65.6-83.3)	6.8 (4.0-11.3)	7.6 (3.5-15.6)	7.0 (3.4-13.8)	4.7 (2.1-10.1)
Program regulations and procedures	82.2 (76.6-86.7)	78.1 (68.2-85.6)	84.4 (75.1-90.7)	89.0 (81.2-93.8)	16.1 (12.1-21.1)	14.0 (8.9-21.4)	19.9 (13.3-28.8)	16.4 (11.0-23.8)
Selecting and ordering food	74.0 (67.3-79.7)	69.5 (59.3-78.1)	79.1 (70.3-85.9)	78.5 (68.1-86.2)	14.0 (10.2-18.7)	12.4 (7.3-20.3)	20.1 (13.5-28.9)	10.2 (6.4-16.0)
Sourcing foods locally or regionally	43.6 (36.7-50.8)	41.0 (31.6-51.1)	43.1 (34.1-52.6)	50.2 (40.0-60.4)	8.6 (5.8-12.5)	6.4 (3.2-12.4)	14.2 (8.2-23.4)	7.3 (4.0-13.2)
Strategies to improve the presentation of healthful foods in the cafeteria	74.7 (68.7-79.8)	71.5 (62.5-79.1)	76.3 (66.4-84.1)	80.1 (71.3-86.7)	19.3 (14.8-24.8)	18.0 (11.8-26.5)	20.2 (13.7-28.6)	21.4 (13.9-31.4)
Using Hazard Analysis and Critical Control Points (HACCP)	85.5 (80.4-89.5)	86.1 (77.9-91.6)	86.6 (77.7-92.3)	82.8 (73.8-89.2)	4.3 (2.3-7.8)	4.5 (1.9-10.3)	5.3 (2.1-12.6)	2.5 (0.9-6.9)
Using produce from school gardens	19.5 (14.5-25.8)	17.3 (11.0-26.0)	20.1 (13.6-28.6)	24.2 (16.9-33.4)	9.6 (6.5-14.0)	8.6 (4.7-15.2)	11.4 (6.6-19.1)	9.9 (5.6-16.9)
Using the cafeteria for nutrition education	50.5 (43.9-57.2)	48.3 (38.5-58.2)	53.6 (43.9-62.9)	52.3 (42.5-61.9)	22.7 (17.7-28.7)	20.5 (14.4-28.4)	29.9 (21.3-40.3)	19.4 (13.6-27.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 2 years before the study.

Health Services

Table 4.1. Percentage of schools with specific health services staffing characteristics, by school level—SHPPS 2014

Staffing characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Someone at school oversees or coordinates standard health services ¹	75.6 (70.6-80.0)	77.0 (70.1-82.8)	72.0 (64.1-78.8)	76.7 (68.7-83.2)
Has school nurse ²	82.0 (76.7-86.3)	85.2 (78.2-90.2)	78.4 (70.3-84.7)	78.4 (69.4-85.4)
Had 30 or more RN-hours/week ³	50.8 (43.5-58.0)	48.7 (39.7-57.8)	51.0 (40.5-61.4)	56.1 (46.2-65.5)
Had 30 or more LPN-hours/week ³	59.9 (46.4-72.1)	58.9 (39.3-76.0)	59.2 (37.8-77.6)	65.2 (42.3-82.7)
Requires newly hired school nurse to have				
Associate's degree in nursing	29.1 (23.8-35.0)	29.0 (21.7-37.6)	26.4 (19.7-34.4)	32.8 (25.3-41.3)
Undergraduate/baccalaureate degree in nursing (e.g., BSN)	44.1 (37.2-51.1)	46.3 (37.4-55.4)	40.2 (31.9-49.0)	43.3 (34.4-52.5)
Graduate degree in nursing	3.0 (1.7-5.3)	2.3 (0.9-5.6)	4.0 (1.5-10.7)	3.6 (1.7-7.5)
Other degree	6.2 (3.7-10.2)	6.5 (3.6-11.5)	7.0 (3.8-12.5)	4.3 (2.1-8.6)
No specific education requirement	1.9 (0.9-3.8)	1.9 (0.7-5.1)	3.0 (1.2-7.4)	0.3 (0.0-1.9)
LPN's license	20.3 (14.9-27.0)	21.3 (14.9-29.7)	17.9 (11.6-26.5)	20.4 (13.9-28.9)
RN's license	76.2 (69.4-81.8)	75.4 (67.0-82.2)	76.7 (67.6-83.9)	77.5 (68.9-84.3)
National school nurse certification ⁴	4.7 (2.8-7.7)	4.0 (1.8-8.6)	7.7 (4.2-13.6)	2.5 (0.9-6.3)
State school nurse certification	41.2 (34.6-48.1)	38.9 (30.2-48.3)	41.4 (32.6-50.6)	47.1 (37.9-56.5)
Has part-time or full-time				
Athletic trainer	28.3 (24.5-32.5)	14.3 (9.7-20.7)	26.8 (20.0-34.9)	65.6 (57.2-73.1)
Occupational therapist	67.4 (62.2-72.3)	74.0 (66.6-80.3)	58.3 (51.0-65.2)	61.9 (53.9-69.2)
Physical therapist	56.3 (50.7-61.7)	61.3 (53.7-68.5)	48.6 (41.1-56.1)	53.0 (45.3-60.7)
Respiratory therapist	3.8 (2.3-6.3)	2.3 (0.9-5.8)	4.5 (2.1-9.3)	7.0 (3.4-13.8)
Speech therapist	86.7 (82.6-90.0)	90.3 (83.8-94.4)	83.5 (76.0-89.0)	81.7 (74.8-87.1)
School physician ²	9.6 (6.7-13.7)	7.9 (4.8-12.9)	8.8 (5.1-14.6)	15.1 (8.6-25.3)
Had 30 or more physician-hours/week ³	7.5 (2.5-20.3)	10.9 (2.5-36.5)	4.7 (0.6-28.1)	5.7 (1.3-21.3)
Has school physician who can be called to consult as needed during the school day	35.7 (29.5-42.5)	33.9 (26.4-42.4)	34.5 (26.9-42.9)	42.0 (33.1-51.4)
Has school health aides	26.8 (21.5-32.9)	28.6 (21.9-36.4)	24.4 (17.7-32.6)	25.3 (19.2-32.6)
Had 30 or more school health aide-hours/week ³	69.0 (57.7-78.4)	72.8 (57.8-83.9)	59.9 (41.8-75.6)	70.2 (54.5-82.3)
Requires health aides to work under the supervision of an RN or physician at all times ⁵	79.0 (70.0-85.9)	78.4 (64.0-88.1)	79.4 (64.0-89.3)	80.4 (64.0-90.5)
Requires all health services staff to earn continuing education credits ⁶	74.4 (67.1-80.4)	73.7 (64.4-81.2)	77.6 (68.2-84.8)	71.9 (61.9-80.2)
Organizations or healthcare professionals have arrangements ⁷ to provide health services to students at other sites not on school property	34.5 (29.5-39.8)	32.8 (26.0-40.6)	30.5 (23.5-38.6)	44.2 (35.5-53.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Standard services are those available to all students at school.

² Who provides standard health services to students at school.

³ During the 30 days before the study.

⁴ From the National Board for Certification of School Nurses.

⁵ Among schools with school health aides.

⁶ On health services topics.

⁷ A contract, memorandum of agreement, or other similar arrangement.

Table 4.2. Mean number of health services staff and mean number of hours per week each type of staff spent at school,¹ by school level—SHPPS 2014

	Total	Elementary schools	Middle schools	High schools
Registered nurses				
Mean number of staff	1.0 (1.0-1.1)	1.0 (0.9-1.0)	1.0 (0.9-1.1)	1.1 (1.0-1.2)
Mean number of hours/week	25.6 (23.2-27.9)	24.9 (22.2-27.6)	24.5 (20.9-28.0)	28.8 (24.8-32.7)
Licensed practical nurses				
Mean number of staff	0.2 (0.1-0.2)	0.2 (0.1-0.2)	0.2 (0.1-0.2)	0.1 (0.1-0.2)
Mean number of hours/week	28.5 (24.4-32.6)	27.0 (21.2-32.7)	31.2 (24.2-38.2)	29.9 (24.9-34.9)
Physicians				
Mean number of staff	1.0 (0.9-1.1)	0.9 (0.7-1.0)	1.0 (0.9-1.2)	1.2 (1.0-1.3)
Mean number of hours/week	5.0 (0.8-9.3)	5.6 (0.0-13.6)	4.6 (0.0-12.0) ²	4.6 (0.2-9.0)
School health aides				
Mean number of staff	1.4 (1.1-1.7)	1.4 (0.9-1.9)	1.5 (1.2-1.8)	1.4 (1.2-1.6)
Mean number of hours/week	39.9 (33.5-46.2)	39.6 (30.0-49.1)	36.3 (28.2-44.4)	45.3 (34.3-56.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 30 days before the study.

² Lower confidence limits < 0 have been truncated to 0.0.

Table 4.3. Percentage of schools in which the school nurse talked to or taught students in specific settings,¹ by school level—SHPPS 2014

Type of class	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Health education class ²	30.5 (25.3-36.1)	NA	29.8 (23.1-37.4)	31.4 (24.4-39.4)
Physical education class ²	7.3 (4.6-11.4)	NA	7.6 (4.0-14.0)	6.8 (4.1-11.2)
Any other class ²	19.3 (15.0-24.5)	NA	15.9 (10.8-22.7)	24.0 (17.5-32.0)
As part of a health education lesson or unit ³	55.9 (47.5-64.0)	55.9 (47.5-64.0)	NA	NA
As part of a physical education lesson or unit ³	9.3 (5.8-14.7)	9.3 (5.8-14.7)	NA	NA
As part of any other lesson or unit ³	24.7 (18.4-32.2)	24.7 (18.4-32.2)	NA	NA

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

² Not asked among elementary schools.

³ Not asked among middle or high schools.

Table 4.4. Percentage of schools in which the school nurse worked on standard¹ health services activities with other school and local agency or organization staff,² by school level—SHPPS 2014

Staff	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
School staff				
Health education	38.5 (32.8-44.5)	36.7 (28.9-45.4)	37.6 (30.0-45.9)	44.3 (35.9-53.1)
Mental health or social services	45.8 (39.8-51.9)	43.4 (35.5-51.6)	42.7 (34.7-51.2)	56.3 (47.3-64.9)
Nutrition or food service	44.7 (38.9-50.7)	48.1 (39.9-56.4)	38.0 (31.1-45.5)	44.7 (36.5-53.3)
Physical education	38.3 (32.9-44.0)	38.1 (30.6-46.2)	37.2 (29.9-45.1)	40.4 (32.4-48.9)
School-based health center	5.1 (3.1-8.3)	5.2 (2.5-10.5)	3.2 (1.2-8.1)	7.7 (4.6-12.5)
Local agency or organization staff				
A community healthcare provider	40.6 (35.1-46.3)	42.7 (35.1-50.6)	33.6 (26.3-41.7)	44.7 (36.2-53.6)
A health organization (e.g., the American Heart Association or the American Red Cross)	37.2 (32.4-42.3)	37.2 (30.2-44.8)	35.7 (28.6-43.5)	39.4 (30.9-48.7)
A local business	14.1 (11.0-17.9)	13.4 (9.1-19.4)	13.1 (9.0-18.7)	17.3 (12.0-24.4)
A local child welfare agency	28.5 (24.1-33.3)	29.0 (23.0-35.9)	23.3 (17.7-30.0)	34.0 (26.3-42.7)
A local college or university	16.8 (13.5-20.8)	15.9 (11.4-21.7)	16.9 (11.6-23.9)	19.4 (13.7-26.6)
A local health department	52.6 (47.1-58.1)	55.0 (47.3-62.5)	45.3 (37.9-52.9)	56.3 (46.7-65.5)
A local hospital	27.8 (23.0-33.1)	25.3 (18.9-32.9)	27.6 (21.3-34.9)	34.7 (27.1-43.3)
A local juvenile justice department	9.6 (7.3-12.5)	5.8 (3.4-9.6)	9.3 (5.8-14.6)	20.2 (14.2-27.8)
A local mental health or social services agency	30.6 (25.7-36.0)	29.5 (22.7-37.3)	27.8 (22.0-34.5)	37.3 (28.9-46.5)
A local service club (e.g., the Rotary Club)	18.4 (14.7-22.7)	18.0 (13.0-24.3)	15.9 (11.0-22.4)	22.9 (16.6-30.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Standard services are those available to all students at the school.

² During the 12 months before the study.

Table 4.5. Percentage of schools with specific practices pertaining to school health records, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Obtains and keeps information in any type of student record				
Asthma action plans	97.1 (95.4-98.2)	99.0 (96.8-99.7)	96.2 (92.3-98.1)	93.5 (88.3-96.5)
Authorization for emergency treatment	92.1 (88.8-94.5)	93.6 (88.6-96.5)	90.1 (84.0-94.0)	91.2 (85.8-94.6)
Dietary needs or restrictions	96.3 (93.6-97.9)	96.5 (91.4-98.6)	96.4 (92.2-98.4)	95.7 (91.3-97.9)
Emergency contact information	99.8 (98.9-100.0)	100	99.4 (96.0-99.9)	100
Emotional or mental health history	59.4 (54.0-64.6)	59.8 (52.1-67.2)	56.8 (48.6-64.6)	61.8 (53.1-69.7)
Information on severe food or other allergies	99.8 (99.3-100.0)	100	100	99.1 (96.6-99.8)
Insurance coverage information	49.1 (43.3-54.9)	50.4 (42.1-58.8)	43.7 (35.8-51.8)	53.0 (44.4-61.5)
Medication needs	99.1 (96.8-99.8)	98.9 (92.7-99.9)	99.1 (96.4-99.8)	99.5 (96.6-99.9)
Other screening records (e.g., vision or hearing)	95.3 (92.9-96.9)	97.6 (93.4-99.2)	95.4 (90.8-97.8)	89.2 (83.7-93.0)
Physical activity restrictions	96.8 (94.8-98.0)	97.3 (93.6-98.9)	96.4 (92.5-98.3)	96.1 (91.9-98.2)
Physical health history	88.7 (84.6-91.8)	88.3 (82.0-92.6)	87.6 (81.5-92.0)	91.0 (86.1-94.3)
Reasons for student absences	87.1 (83.2-90.2)	89.1 (83.2-93.2)	84.6 (78.4-89.3)	85.0 (77.2-90.5)
Student weight status (e.g., body mass index)	54.1 (47.2-60.9)	53.6 (44.9-62.1)	56.0 (47.4-64.2)	53.0 (43.8-62.0)
Tuberculosis screening results	44.1 (38.0-50.5)	41.3 (33.9-49.2)	47.1 (38.6-55.8)	47.3 (39.0-55.7)
Healthcare provider refused to share information with school because a HIPAA authorization had not been obtained from the students' parents ^{1,2}	14.0 (10.6-18.3)	13.5 (8.8-20.2)	14.9 (10.1-21.5)	14.0 (9.0-21.0)
Has system to document why students are absent	91.6 (88.0-94.2)	91.8 (86.0-95.3)	90.2 (84.8-93.8)	93.1 (84.1-97.2)
Has system to document student visits to the school nurse	86.3 (81.5-90.1)	90.4 (85.1-94.0)	83.1 (75.6-88.6)	80.2 (71.9-86.5)
Has electronic or computerized system to document student visits to the school nurse	56.6 (50.4-62.7)	57.5 (49.2-65.5)	53.3 (45.3-61.2)	58.9 (50.5-66.7)
Has documentation system linked to other student information	51.8 (45.1-58.5)	54.1 (45.1-63.0)	43.5 (35.3-52.0)	56.7 (47.6-65.4)
Reviewed health services records to identify students with chronic problems or possible outbreaks at school ¹	70.9 (65.2-76.0)	74.3 (66.7-80.6)	64.0 (55.9-71.4)	71.4 (62.2-79.1)
Reviewed absentee records to identify students with chronic problems or possible outbreaks at school ¹	76.0 (71.0-80.5)	79.5 (72.5-85.1)	70.1 (63.2-76.2)	75.2 (67.0-81.8)
Has system to document medication errors or omissions that occur at school	81.1 (76.1-85.3)	84.6 (78.1-89.5)	76.9 (68.6-83.5)	77.7 (69.3-84.3)
School staff member completes injury reports after a student is seriously injured on school property	99.6 (98.4-99.9)	100	99.2 (96.7-99.8)	99.3 (95.3-99.9)
Has a standard student injury report form	97.1 (94.9-98.3)	97.2 (93.6-98.8)	96.6 (92.2-98.5)	97.4 (93.7-99.0)
Reviewed student injury reports to identify hazardous school areas or activities or ways to prevent injuries ^{1,3}	68.3 (62.8-73.3)	72.0 (64.5-78.5)	62.9 (54.5-70.6)	65.8 (57.8-73.1)
Reports notifiable diseases among students to the state or local health department	94.8 (92.1-96.6)	95.3 (90.8-97.7)	93.1 (88.1-96.1)	95.7 (90.5-98.1)
School staff member completes illness reports after a student experiences a serious illness at school	61.2 (55.8-66.2)	59.6 (51.6-67.1)	61.8 (54.0-69.0)	64.4 (55.9-72.0)
Reviewed student illness reports to identify ways to prevent further occurrences of serious illness ^{1,4}	39.6 (34.5-45.1)	40.8 (33.2-48.9)	40.0 (32.9-47.4)	36.2 (29.2-43.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

² Among the 84.6% of schools overall, 83.7% of elementary schools, 87.6% of middle schools, and 82.7% of high schools that requested such information.

³ Among schools that complete injury reports.

⁴ Among schools that complete illness reports.

Table 4.6. Specific school immunization practices, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Requires annual influenza vaccine	2.6 (1.5-4.3)	2.1 (0.9-5.0)	2.9 (1.2-7.1)	3.3 (1.7-6.6)
Students who have not received required immunizations for school entry are immediately excluded from attending class	23.1 (18.2-28.8)	24.9 (18.0-33.4)	24.9 (18.9-32.0)	16.1 (10.8-23.3)
Students who have not received required immunizations for school entry are allowed to attend classes for a specified number of days and then excluded	65.2 (59.2-70.7)	62.2 (53.3-70.4)	64.9 (57.5-71.7)	73.1 (64.1-80.5)
Number of days students who have not received required immunizations can attend classes before exclusion (mean) ¹	28.2 (24.2-32.3)	30.6 (23.8-37.3)	25.6 (20.0-31.2)	26.1 (20.1-32.1)
Does not exclude students from attending classes if they have not received required immunizations for school entry	11.7 (8.3-16.3)	12.9 (8.1-19.8)	10.2 (6.1-16.6)	10.9 (6.5-17.6)
Allows student to be exempted from required immunizations for				
Medical reasons	93.5 (90.2-95.7)	92.5 (87.0-95.8)	94.1 (88.3-97.1)	95.3 (90.6-97.7)
Religious reasons	93.7 (90.0-96.1)	92.1 (86.2-95.6)	94.4 (88.4-97.4)	96.9 (93.2-98.6)
Personal beliefs	64.0 (57.3-70.2)	64.4 (56.4-71.7)	65.4 (56.3-73.6)	61.1 (51.3-70.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among schools allowing students to attend for a specified number of days before exclusion.

Table 4.7. Percentage of schools with specific immunization requirements for school entry—SHPPS 2014

Requirement	
Kindergarten or first grade entry	Elementary schools (%)
Chicken pox or varicella vaccine	99.0 (96.6-99.7)
Hepatitis A vaccine	40.8 (32.9-49.1)
Hepatitis B vaccine	95.5 (91.0-97.8)
Pertussis vaccine	96.8 (92.6-98.6)
Polio vaccine	99.8 (98.4-100.0)
Second measles vaccine	98.9 (92.4-99.8)
Tetanus vaccine	93.1 (88.1-96.1)
Middle school entry	Middle schools (%)
Chicken pox or varicella vaccine	95.8 (92.0-97.9)
Hepatitis A vaccine	29.4 (22.0-38.0)
Hepatitis B vaccine	91.0 (85.5-94.5)
Human papillomavirus vaccine ¹	5.8 (3.1-10.6)
Meningococcal conjugate vaccine	45.7 (37.2-54.5)
Second measles vaccine	94.2 (89.9-96.7)
Tetanus-diphtheria-pertussis vaccine	95.8 (92.2-97.8)
High school entry	High schools (%)
Chicken pox or varicella vaccine	89.0 (82.6-93.3)
Hepatitis A vaccine	23.7 (17.7-30.9)
Hepatitis B vaccine	86.1 (79.7-90.7)
Human papillomavirus vaccine ¹	9.5 (5.5-15.8)
Meningococcal conjugate vaccine	41.5 (33.0-50.5)
Second measles vaccine	88.4 (82.1-92.7)
Tetanus-diphtheria-pertussis vaccine	92.0 (85.4-95.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Requirement for girls only.

Table 4.8. Percentage of schools with specific practices related to tuberculosis (TB) screening and testing, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
TB screening¹ prior to school entry				
Required for all students	10.2 (7.0-14.7)	9.7 (5.9-15.5)	10.4 (6.1-17.0)	11.5 (7.1-17.9)
Required for certain students (e.g., those transferring into the school)	9.1 (5.8-13.9)	7.8 (4.4-13.4)	11.5 (7.0-18.3)	9.2 (5.4-15.2)
Not required for any students	80.7 (75.0-85.4)	82.6 (75.6-87.9)	78.1 (70.1-84.5)	79.4 (71.7-85.4)
TB testing² prior to school entry				
Required based on the results of TB screening	8.3 (5.7-12.1)	7.0 (3.8-12.4)	11.2 (7.4-16.6)	8.0 (4.6-13.4)
Required for all students	6.2 (3.9-9.7)	6.8 (3.9-11.8)	5.0 (2.2-10.7)	6.5 (3.6-11.3)
Required for certain students (e.g., those transferring into the school)	7.7 (4.6-12.4)	7.0 (3.6-13.0)	8.1 (4.4-14.5)	8.8 (5.4-14.1)
Not required for any students	77.8 (71.6-82.9)	79.2 (71.7-85.2)	75.8 (67.6-82.4)	76.7 (69.0-83.1)
Periodic TB testing				
Required for all students	1.7 (0.8-3.5)	1.7 (0.5-5.3)	1.9 (0.7-5.2)	1.5 (0.5-4.8)
Required only for students previously identified through screening	6.2 (3.9-9.6)	6.2 (3.2-11.8)	5.8 (2.7-12.1)	6.6 (3.4-12.6)
Not required for any students	92.1 (88.1-94.8)	92.1 (86.3-95.6)	92.3 (86.1-95.9)	91.9 (85.5-95.6)
Frequency of periodic TB testing³				
Students are tested in one particular grade	19.0 (7.4-40.7)	21.7 (5.6-56.3)	17.9 (5.0-47.7)	13.6 (3.1-44.2)
Students are tested in more than one grade, but not every year	52.2 (33.0-70.9)	62.5 (32.1-85.4)	34.4 (13.6-63.6)	52.0 (21.8-80.9)
Students are tested every year	28.7 (13.6-50.8)	15.8 (3.6-49.0)	47.7 (16.6-80.7)	34.3 (12.4-65.9)
Methods accepted as evidence of negative TB test⁴				
PPD skin test done by Mantoux method	42.8 (34.2-52.0)	38.8 (23.9-56.2)	46.2 (31.0-62.1)	46.3 (33.0-60.2)
Skin test not otherwise specified	3.9 (1.6-9.3)	5.0 (1.2-18.4)	2.8 (0.7-10.7)	3.3 (0.8-12.6)
Chest x-ray	5.2 (2.5-10.5)	4.4 (1.1-16.3)	5.2 (1.3-18.6)	6.7 (2.1-19.5)
Blood test	0.2 (0.0-1.3)	0	0	0.8 (0.1-5.5)
More than one testing method is acceptable	47.9 (38.7-57.1)	51.7 (35.3-67.7)	45.9 (31.0-61.5)	42.9 (29.6-57.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Defined as the identification of individuals meeting certain risk criteria. Students meeting these criteria would then be referred for TB testing or required to provide evidence of medical clearance.

² Defined as a clinical test for TB.

³ Among schools that require periodic TB testing.

⁴ Among schools that require any TB testing.

Table 4.9. Percentage of schools with specific procedures for student medications, by school level—SHPPS 2014

Procedure	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Students permitted to carry and self-administer				
A prescription quick-relief inhaler	82.1 (77.6-85.8)	73.9 (66.3-80.3)	90.6 (84.6-94.4)	91.6 (86.3-94.9)
An epinephrine auto-injector	60.9 (56.2-65.4)	47.6 (40.1-55.2)	70.5 (62.6-77.4)	81.9 (75.4-87.0)
Insulin or other injected medications	51.1 (46.0-56.1)	39.8 (32.6-47.5)	57.8 (49.8-65.4)	70.5 (61.8-77.9)
Any other prescribed medications	17.4 (13.9-21.5)	9.8 (6.4-14.8)	21.5 (15.7-28.7)	31.1 (23.5-39.9)
Any over-the-counter medications	14.2 (11.3-17.6)	7.9 (4.9-12.5)	16.5 (11.5-23.1)	27.1 (20.0-35.5)
Staff allowed to administer prescription medications				
School nurse	76.6 (70.8-81.6)	79.0 (71.5-84.9)	74.4 (65.8-81.4)	73.8 (64.9-81.0)
School physician	1.8 (0.9-3.5)	1.2 (0.4-3.7)	2.0 (0.6-6.1)	3.0 (1.4-6.0)
School health aide	22.3 (17.4-28.1)	24.3 (17.9-32.0)	21.3 (15.5-28.5)	18.7 (13.2-25.7)
Teachers	27.2 (22.5-32.4)	29.1 (22.4-36.8)	27.8 (21.4-35.2)	21.8 (16.0-28.9)
Other school staff	70.8 (64.8-76.2)	71.8 (63.8-78.7)	71.6 (63.1-78.7)	67.3 (57.6-75.7)
No teachers or staff	2.4 (1.2-4.7)	1.2 (0.3-4.9)	1.5 (0.4-5.0)	6.6 (3.3-13.0)
Staff allowed to administer over-the-counter medications				
School nurse	74.7 (68.8-79.8)	76.6 (69.1-82.7)	72.9 (64.4-80.0)	72.4 (63.6-79.8)
School physician	1.6 (0.7-3.3)	0.8 (0.2-3.1)	2.0 (0.6-6.2)	3.0 (1.4-6.0)
School health aide	21.0 (16.2-26.7)	21.7 (15.8-29.1)	20.3 (14.5-27.6)	20.0 (14.1-27.5)
Teachers	23.7 (19.2-28.9)	24.4 (18.3-31.7)	22.1 (16.1-29.5)	24.2 (18.0-31.8)
Other school staff	66.5 (60.4-72.1)	67.1 (58.9-74.4)	63.3 (54.5-71.4)	69.0 (59.5-77.2)
No teachers or staff	6.5 (4.2-10.1)	6.9 (3.8-12.1)	6.3 (3.0-12.6)	5.9 (3.2-10.6)
Staff¹ required to be licensed or certified to administer				
Prescription medications	22.5 (17.2-28.7)	24.1 (17.3-32.5)	19.8 (13.6-28.0)	21.8 (15.3-30.2)
Over-the-counter medications	22.9 (17.0-30.1)	24.6 (16.8-34.4)	21.1 (14.2-30.3)	20.5 (13.4-29.9)
Staff¹ required to be trained to administer				
Prescription medications	90.3 (85.5-93.7)	90.6 (82.5-95.2)	93.2 (85.6-96.9)	86.0 (76.6-92.0)
Over-the-counter medications	88.1 (82.5-92.0)	89.3 (81.1-94.2)	90.1 (81.3-95.0)	82.4 (72.8-89.1)
Documentation required before school staff may administer prescription medications to a student				
Written instructions from the physician or prescriber	95.5 (92.8-97.2)	96.1 (91.4-98.2)	94.3 (89.1-97.1)	95.5 (90.9-97.9)
Written request from the parent or guardian	89.4 (86.1-92.0)	88.0 (82.3-92.1)	90.8 (86.0-94.1)	91.3 (86.1-94.6)
Written information on possible side effects	45.6 (39.8-51.5)	45.5 (37.4-53.7)	45.2 (37.3-53.3)	46.4 (38.2-54.8)
None of these	0.2 (0.0-1.2)	0	0.6 (0.1-4.3)	0
Documentation required before school staff may administer over-the-counter medications to a student				
Written instructions from the physician or prescriber	54.0 (47.2-60.7)	57.4 (48.4-65.9)	54.1 (45.6-62.4)	45.8 (36.6-55.3)
Written request from the parent or guardian	92.2 (88.8-94.7)	92.7 (87.8-95.7)	91.5 (85.8-95.1)	92.0 (86.4-95.5)
Written information on possible side effects	33.2 (27.6-39.3)	38.2 (30.7-46.4)	28.3 (21.6-36.1)	27.4 (20.2-35.9)
None of these	2.9 (1.6-5.2)	3.0 (1.3-6.8)	2.5 (0.9-6.7)	3.0 (1.2-7.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Who are not licensed healthcare professionals.

Table 4.10. Percentage of schools with specific practices related to student health screenings, by health problem and school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Hearing problems				
Conducts screening	77.2 (72.8-81.2)	88.2 (81.4-92.7)	71.5 (62.9-78.9)	56.1 (48.0-63.9)
Notifies parents or guardians ¹	99.3 (97.3-99.8)	99.4 (95.8-99.9)	99.4 (95.7-99.9)	98.8 (92.1-99.8)
Notifies teachers ¹	78.2 (72.3-83.1)	82.4 (75.4-87.7)	77.2 (68.1-84.4)	62.5 (49.1-74.2)
Provides referrals to community healthcare providers ¹	63.4 (57.2-69.3)	66.3 (58.5-73.4)	57.1 (47.6-66.0)	62.2 (48.8-73.9)
Mental health problems				
Conducts screening	8.5 (5.9-12.1)	8.4 (5.0-13.7)	9.3 (5.5-15.2)	7.6 (4.6-12.5)
Oral health problems				
Conducts screening	30.3 (25.2-35.9)	35.8 (28.8-43.5)	26.4 (19.4-34.8)	21.2 (15.2-28.7)
Notifies parents or guardians ¹	99.7 (98.0-100.0)	100	100	98.0 (86.4-99.7)
Notifies teachers ¹	64.1 (54.7-72.6)	67.5 (54.9-77.9)	59.8 (42.4-75.0)	56.5 (39.3-72.3)
Provides referrals to community healthcare providers ¹	73.9 (65.4-80.9)	73.6 (62.7-82.2)	77.0 (64.4-86.1)	69.8 (52.0-83.1)
Vision problems				
Conducts screening	82.3 (78.1-85.7)	91.5 (84.8-95.4)	81.7 (74.0-87.5)	58.7 (50.7-66.2)
Notifies parents or guardians ¹	99.2 (97.5-99.8)	99.4 (95.9-99.9)	99.5 (96.3-99.9)	98.1 (92.3-99.5)
Notifies teachers ¹	77.9 (72.4-82.6)	81.5 (74.8-86.7)	78.4 (69.8-85.0)	62.1 (48.8-73.8)
Provides referrals to community healthcare providers ¹	64.2 (58.1-69.8)	66.7 (58.7-73.9)	60.5 (51.9-68.5)	60.5 (48.6-71.3)
Weight status using body mass index				
Conducts screening	40.7 (34.2-47.6)	42.9 (34.6-51.6)	41.5 (33.0-50.5)	34.2 (26.0-43.5)
Notifies parents or guardians ¹	86.0 (79.6-90.6)	87.3 (77.2-93.2)	91.3 (80.9-96.3)	73.3 (55.2-85.9)
Notify teachers ¹	35.3 (28.5-42.7)	43.4 (33.3-54.0)	28.8 (19.1-41.0)	20.9 (11.6-34.8)
Provides referrals to community healthcare providers ¹	47.0 (38.7-55.4)	48.6 (37.5-59.9)	40.6 (28.8-53.7)	52.2 (35.2-68.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ When screening indicates a potential problem, among schools that conduct screening.

Table 4.11. Schools with specific facilities and equipment for health services, by school level—SHPPS 2014

Facility or equipment	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
A school-based health center ¹ that offers health services to students	4.6 (2.7-7.6)	4.2 (1.7-10.0)	3.0 (1.3-6.5)	7.7 (4.6-12.8)
A school-based health center that offers mental health and social services to students	9.0 (6.4-12.5)	7.1 (3.8-12.9)	10.9 (7.0-16.6)	11.3 (7.5-16.7)
A health room, nurse's office, or other area reserved for providing health services	82.8 (77.8-86.9)	86.3 (79.1-91.3)	78.7 (71.3-84.6)	79.6 (72.2-85.4)
A separate area that can be used to isolate students who might have a contagious illness	42.3 (37.0-47.9)	41.6 (33.8-49.7)	36.0 (28.9-43.9)	53.0 (44.4-61.4)
School has separate area with				
Cot	39.4 (34.0-45.0)	38.1 (30.5-46.3)	35.6 (28.5-43.4)	47.8 (39.3-56.4)
Disposable face masks for sick students	36.2 (31.0-41.8)	37.2 (29.8-45.2)	27.7 (21.5-35.0)	45.2 (36.9-53.9)
Fit-tested N95 respirator ²	10.2 (7.3-14.1)	11.3 (7.3-17.1)	8.3 (4.6-14.6)	9.9 (6.3-15.2)
Gloves	42.2 (36.8-47.8)	41.6 (33.8-49.7)	35.5 (28.3-43.4)	53.0 (44.4-61.4)
Hand sanitizer	40.3 (35.0-45.9)	40.4 (32.6-48.6)	34.9 (27.7-42.8)	47.6 (39.4-55.9)
Sink with soap and running water	39.3 (34.1-44.8)	39.8 (32.2-47.9)	31.2 (24.5-38.8)	49.2 (40.9-57.6)
Maximum number of students that can be isolated at one time (mean)	2.9 (2.4-3.3)	2.4 (1.9-2.8)	2.6 (1.9-3.3)	4.0 (2.6-5.4)
Students wait to receive health services in				
Main office	66.2 (60.6-71.4)	65.5 (57.5-72.7)	70.1 (61.6-77.5)	62.8 (53.8-71.0)
Designated health room waiting area	32.2 (27.3-37.6)	33.2 (26.3-40.8)	29.9 (22.6-38.5)	33.0 (25.9-41.0)
Hallway	9.5 (6.8-13.0)	8.5 (5.3-13.5)	9.5 (5.8-15.1)	12.0 (7.0-19.6)
Classroom	4.4 (2.8-7.0)	5.3 (2.8-10.0)	4.0 (1.9-8.4)	2.6 (1.0-6.5)
Some other location	6.3 (4.4-9.0)	4.2 (2.0-8.6)	8.1 (4.7-13.6)	9.5 (5.4-15.9)
School has				
Albuterol inhaler ³	13.7 (9.9-18.6)	14.0 (8.8-21.4)	13.7 (9.1-19.9)	12.9 (8.6-19.0)
Answering machine or voice mail reserved for health services staff	64.1 (58.0-69.8)	64.5 (56.0-72.1)	60.1 (51.3-68.3)	68.3 (60.3-75.4)
Audiometer	61.7 (55.1-67.9)	66.8 (58.5-74.1)	52.0 (43.4-60.6)	61.7 (53.1-69.6)
Automated external defibrillator	76.5 (70.8-81.5)	73.5 (65.4-80.3)	75.1 (67.7-81.2)	86.4 (79.5-91.2)
Blood pressure gauge and cuff	80.6 (75.5-84.8)	83.6 (76.7-88.7)	72.9 (64.7-79.8)	83.3 (76.0-88.7)
Computer with Internet access reserved for health services staff	78.5 (73.1-83.0)	82.5 (75.3-88.0)	72.1 (64.2-78.9)	76.5 (68.1-83.2)
Cot ⁴	78.9 (71.8-84.6)	86.6 (77.7-92.2)	78.0 (67.7-85.8)	56.6 (43.5-68.9)
C-spine immobilizer or neck brace	20.4 (16.0-25.6)	19.2 (13.9-25.9)	17.7 (12.4-24.6)	27.3 (20.1-35.9)
Disposable face masks for sick students ⁴	66.2 (58.7-72.9)	66.7 (56.6-75.4)	66.0 (55.1-75.4)	65.1 (52.4-75.9)
Electronic or beam balance scale	54.4 (48.1-60.6)	54.4 (46.2-62.4)	52.9 (44.2-61.5)	56.4 (47.8-64.7)
Epinephrine auto-injector (e.g., EpiPen [®]) ³	40.5 (34.1-47.3)	38.4 (30.5-46.9)	42.5 (34.3-51.1)	43.4 (34.5-52.7)
Fax machine reserved for health services staff	17.5 (13.5-22.3)	15.0 (10.0-22.0)	18.7 (13.1-25.8)	22.2 (16.1-29.9)
Fit-tested N95 respirator ^{2,4}	13.7 (9.3-19.6)	13.3 (7.5-22.6)	15.5 (9.1-25.3)	11.5 (6.0-20.9)
Freezer reserved for standard health services	67.5 (61.6-72.9)	72.3 (63.9-79.3)	62.3 (53.7-70.1)	62.3 (53.0-70.7)
Glucose meter ³	35.0 (29.7-40.7)	36.3 (29.0-44.3)	28.6 (21.8-36.6)	40.4 (32.7-48.5)
Measuring tape, wall chart, or anything else to measure height	64.5 (59.4-69.3)	66.0 (58.3-73.0)	59.8 (52.2-67.0)	67.1 (58.1-75.0)
Medical supply cabinet with a lock	86.9 (82.3-90.4)	89.0 (83.2-93.0)	84.5 (77.4-89.7)	84.4 (76.7-89.8)
Nebulizer ³	41.1 (34.5-48.0)	41.5 (33.3-50.1)	41.1 (33.2-49.5)	40.2 (31.3-49.7)
Otoscope or ophthalmoscope	53.5 (47.4-59.5)	55.3 (47.3-63.0)	48.4 (39.7-57.3)	55.7 (47.0-64.1)
Oxygen ³	11.3 (7.7-16.2)	11.2 (7.0-17.5)	8.8 (5.4-14.0)	14.7 (9.6-21.9)
Peak-flow meter ³	36.0 (30.2-42.3)	39.6 (32.0-47.6)	32.3 (25.1-40.3)	31.8 (24.1-40.7)
Pen light	80.0 (74.7-84.4)	81.9 (74.6-87.4)	76.6 (68.6-83.1)	79.8 (71.8-86.0)
Portable first aid kit	96.4 (93.9-97.9)	96.5 (92.7-98.4)	96.8 (92.7-98.6)	95.5 (90.9-97.8)
Pulse oximeter	41.6 (35.6-47.8)	43.1 (35.3-51.3)	35.3 (27.3-44.3)	46.0 (37.7-54.6)

Table 4.11. continued

Facility or equipment	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Refrigerator reserved for standard health services	74.5 (68.9-79.4)	78.1 (70.4-84.3)	71.7 (62.8-79.2)	68.9 (59.7-76.8)
Scoliometer	32.1 (26.3-38.4)	30.6 (23.7-38.4)	34.3 (26.0-43.7)	32.9 (25.6-41.1)
Self-inflating resuscitating device (e.g., an ambu bag)	31.2 (25.9-37.0)	33.1 (26.1-41.0)	26.8 (20.0-34.8)	32.2 (24.9-40.4)
Separate medicine cabinet with a lock	78.0 (72.5-82.7)	80.6 (73.6-86.2)	75.6 (67.3-82.3)	74.5 (65.7-81.6)
Sharps container	85.5 (81.0-89.1)	89.3 (82.4-93.7)	78.5 (71.0-84.5)	85.5 (79.0-90.2)
Spring balance scale	37.4 (32.1-43.1)	40.9 (33.1-49.3)	32.9 (26.4-40.1)	34.4 (26.7-43.1)
Stadiometer	47.7 (41.9-53.4)	49.6 (41.5-57.6)	43.1 (35.4-51.2)	48.8 (40.1-57.6)
Stethoscope	79.8 (74.6-84.1)	81.4 (74.3-86.9)	75.3 (67.2-82.0)	81.6 (74.4-87.1)
Suction equipment, not necessarily electric	9.9 (6.8-14.1)	11.7 (7.4-18.0)	5.8 (3.1-10.8)	10.6 (6.3-17.3)
Tympanometer	17.5 (13.7-22.1)	18.5 (13.2-25.3)	14.1 (9.2-21.1)	19.6 (13.8-27.0)
Vision tester, eye chart, cards, or anything else to measure vision	78.1 (72.5-82.9)	81.4 (73.7-87.2)	70.8 (62.6-77.8)	79.6 (71.7-85.7)
School has supplies needed to apply standard or universal precautions⁵ available				
In all classrooms	69.5 (63.6-74.9)	76.5 (68.7-82.9)	65.9 (57.2-73.6)	55.7 (46.5-64.4)
In the gymnasium, on playgrounds, or on playing fields	71.4 (65.6-76.6)	70.5 (62.6-77.4)	68.8 (60.3-76.2)	77.3 (69.6-83.6)
In the cafeteria	72.4 (66.8-77.4)	75.1 (67.2-81.6)	70.5 (61.8-77.9)	67.8 (58.5-75.8)
On school buses or other vehicles used to transport students	76.6 (70.8-81.5)	78.9 (70.5-85.3)	71.1 (61.2-79.3)	78.0 (70.0-84.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ A health center on school property where enrolled students can receive primary care.

² For each school health services staff member.

³ Not just for a specific student's use.

⁴ Among schools that do not have a separate area that can be used to isolate students.

⁵ Including disposable gloves and bandages.

Table 4.12. Percentage of schools that provided specific health services and prevention services, by school level—SHPPS 2014

	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Health service				
Administration of medications	97.5 (94.2-98.9)	98.0 (93.4-99.4)	96.8 (89.6-99.0)	97.0 (92.5-98.8)
Administration of sports physicals	19.2 (15.4-23.6)	10.0 (6.4-15.3)	24.2 (17.6-32.3)	36.4 (28.3-45.2)
Administration of topical fluorides (e.g., mouthrinses, varnish, or supplements)	15.4 (11.7-19.9)	20.4 (14.8-27.5)	10.3 (6.6-15.7)	9.0 (5.4-14.7)
Alcohol or other drug use treatment ¹	23.7 (18.9-29.3)	NA	16.6 (11.0-24.3)	33.3 (26.5-40.8)
Application of dental sealants	9.3 (6.6-13.1)	12.3 (7.9-18.6)	6.6 (3.8-11.2)	5.4 (2.6-10.6)
Assistance with accessing benefits for students with disabilities	58.0 (52.1-63.6)	60.6 (52.1-68.4)	52.9 (44.8-60.9)	58.4 (49.6-66.8)
Assistance with enrolling in Medicaid or State Children's Health Insurance Program (SCHIP)	44.9 (39.1-50.8)	47.5 (39.7-55.4)	37.4 (30.5-45.0)	48.3 (39.7-56.9)
Assistance with enrolling in WIC or accessing food stamps or food banks	40.8 (35.8-46.0)	45.4 (38.0-52.9)	27.8 (21.1-35.6)	47.0 (39.2-55.0)
Assistance with securing temporary or permanent housing	37.9 (32.6-43.5)	42.1 (34.2-50.5)	24.1 (17.9-31.7)	45.8 (38.1-53.7)
Case management for students with chronic health conditions (e.g., asthma or diabetes)	73.6 (68.3-78.3)	73.2 (65.8-79.5)	71.6 (63.5-78.5)	77.3 (68.5-84.3)
Case management for students with disabilities	75.2 (70.3-79.5)	76.4 (69.2-82.3)	70.7 (63.0-77.3)	78.1 (70.1-84.4)
Contraceptives ¹	6.7 (4.3-10.4)	NA	3.6 (1.5-8.4)	11.0 (7.0-16.9)
Counseling after a natural disaster or other emergency or crisis situation	77.6 (72.3-82.2)	78.5 (71.5-84.2)	71.7 (62.9-79.2)	83.2 (76.0-88.5)
Counseling for emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	75.6 (70.2-80.3)	77.3 (69.7-83.4)	71.7 (63.3-78.7)	76.4 (69.0-82.5)
CPR	94.2 (91.1-96.3)	93.4 (88.0-96.5)	95.5 (91.1-97.8)	94.5 (89.9-97.1)
Crisis intervention for personal problems	84.2 (79.2-88.1)	85.7 (78.8-90.6)	77.5 (69.6-83.7)	89.4 (83.0-93.6)
First aid	97.7 (95.6-98.8)	98.1 (93.3-99.5)	97.5 (93.6-99.1)	96.9 (92.8-98.7)
HIV counseling, testing, and referral ¹	27.5 (21.9-33.8)	NA	18.0 (12.4-25.3)	40.2 (31.9-49.2)
Identification of emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	77.4 (72.6-81.6)	79.2 (72.0-84.9)	69.2 (61.1-76.2)	83.9 (77.8-88.6)
Identification of or referral for eating disorders ¹	61.4 (54.8-67.7)	NA	53.9 (45.3-62.3)	71.6 (63.2-78.7)
Identification of or referral for physical, sexual, or emotional abuse	85.1 (80.8-88.6)	87.2 (81.2-91.5)	82.0 (74.9-87.5)	83.9 (75.9-89.5)
Identification of or referral for students with family problems (e.g., parental divorce, substance abuse, or violence)	82.9 (78.4-86.7)	85.3 (78.8-90.0)	77.6 (70.3-83.5)	84.2 (76.3-89.7)
Identification of or referrals for oral health problems	60.7 (55.3-65.9)	65.4 (58.0-72.1)	53.8 (45.8-61.6)	58.0 (49.9-65.7)
Identification or school-based management of acute illnesses	69.3 (64.3-73.9)	73.1 (66.3-78.9)	62.7 (55.0-69.8)	68.4 (60.2-75.7)
Identification or school-based management of chronic health conditions (e.g., asthma or diabetes)	82.7 (77.9-86.7)	86.7 (80.1-91.4)	76.9 (70.1-82.6)	80.3 (71.3-87.0)
Identification, treatment of, or referral for STDs ¹	35.4 (30.3-41.0)	NA	21.9 (16.1-29.1)	53.8 (45.2-62.3)
Immunizations other than seasonal influenza	9.2 (6.6-12.6)	8.7 (5.5-13.6)	9.7 (6.2-14.8)	9.6 (5.6-15.9)
Instruction on self-management of chronic health conditions (e.g., asthma or diabetes)	70.6 (64.8-75.9)	73.3 (65.7-79.7)	66.7 (57.8-74.5)	69.2 (60.0-77.1)
Job readiness skills programs ¹	37.8 (32.3-43.6)	NA	20.3 (15.0-26.8)	61.2 (51.7-70.0)
Makes condoms available ¹	4.3 (2.3-7.9)	NA	2.3 (0.7-6.8)	7.2 (3.7-13.4)
Prenatal care referrals ¹	38.8 (33.5-44.3)	NA	24.3 (18.3-31.6)	58.6 (50.2-66.5)
Referrals for after-school programs for students (e.g., supervised recreation)	44.4 (38.8-50.1)	47.9 (39.9-56.0)	44.3 (36.6-52.3)	35.6 (27.8-44.3)
Referrals for child care for teen mothers ¹	32.5 (26.9-38.8)	NA	21.4 (15.5-28.7)	47.3 (38.7-56.1)
Referrals for chronic health conditions (e.g., asthma or diabetes)	68.6 (63.2-73.6)	67.7 (60.1-74.4)	66.3 (58.2-73.6)	74.2 (66.4-80.7)
Seasonal influenza vaccine	16.3 (12.3-21.4)	17.0 (11.5-24.4)	15.0 (10.5-21.0)	16.5 (11.6-23.0)
Services specifically for gay, lesbian, or bisexual students ¹	26.4 (21.0-32.6)	NA	20.2 (14.5-27.6)	34.6 (26.7-43.4)
Stress management	58.6 (53.0-63.9)	60.8 (52.7-68.2)	52.2 (43.7-60.6)	61.5 (53.4-68.9)
Tobacco use cessation ¹	27.8 (22.7-33.5)	NA	19.4 (14.0-26.2)	39.2 (31.2-47.8)
Tracking students with chronic health conditions (e.g., asthma or diabetes)	81.0 (76.2-84.9)	83.2 (76.4-88.3)	76.6 (68.8-83.0)	81.1 (72.1-87.8)
Weight management	34.2 (28.4-40.4)	35.3 (27.4-44.0)	25.7 (18.8-34.0)	42.7 (34.5-51.3)

Table 4.12. continued

	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Prevention service²				
Alcohol or other drug use prevention	32.8 (28.3-37.6)	26.5 (20.0-34.3)	27.7 (21.3-35.2)	54.8 (47.2-62.3)
HIV prevention ¹	30.2 (25.4-35.3)	NA	17.7 (12.7-24.1)	47.2 (38.8-55.8)
Injury prevention and safety counseling	41.5 (36.0-47.3)	45.0 (37.1-53.1)	34.1 (26.6-42.6)	43.0 (34.9-51.5)
Nutrition and dietary behavior counseling	36.9 (32.1-42.0)	35.9 (29.0-43.4)	35.1 (27.9-42.9)	42.1 (33.4-51.3)
Physical activity and fitness counseling	31.2 (26.2-36.7)	29.1 (22.2-37.1)	30.4 (23.6-38.2)	37.8 (29.7-46.7)
Pregnancy prevention ¹	27.0 (22.2-32.3)	NA	16.5 (11.6-22.8)	41.3 (33.5-49.6)
STD prevention ¹	29.6 (24.7-35.1)	NA	18.6 (13.2-25.4)	44.7 (36.7-52.9)
Suicide prevention	44.9 (39.7-50.3)	41.4 (34.1-49.2)	36.7 (29.5-44.6)	64.5 (56.3-71.8)
Tobacco use prevention	28.1 (23.7-32.9)	21.9 (16.1-29.1)	27.7 (21.4-35.0)	44.0 (36.1-52.3)
Violence prevention (e.g., bullying, fighting, or dating violence prevention)	65.7 (60.1-70.9)	68.5 (60.3-75.8)	60.1 (52.0-67.7)	66.5 (58.2-73.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

² In 1-on-1 or small-group settings.

Table 4.13. Type of staff providing each specific health service¹ and prevention service—SHPPS 2014

Health service	School nurse (%)	School physician (%)	School health aide (%)	School counselor (%)	School psychologist (%)	School social worker (%)	Other (%)
Administration of medications	79.4 (74.0-84.0)	0.7 (0.2-1.9)	19.8 (14.9-25.9)	2.3 (1.4-4.0)	0.8 (0.3-1.8)	1.0 (0.5-2.1)	57.6 (51.3-63.6)
Administration of sports physicals	40.1 (30.5-50.6)	15.9 (8.4-28.0)	3.0 (1.0-8.7)	2.2 (0.8-6.0)	1.5 (0.3-7.3)	0.3 (0.0-2.3)	46.6 (34.9-58.6)
Administration of topical fluorides (e.g., mouthrinses, varnish, or supplements)	47.0 (33.0-61.6)	0.9 (0.2-3.9)	4.4 (1.0-17.1)	0.4 (0.0-2.9)	0.4 (0.0-2.9)	0.4 (0.0-2.9)	56.4 (41.7-70.1)
Alcohol or other drug use treatment ²	63.8 (51.6-74.5)	2.8 (0.8-9.8)	5.4 (2.0-13.9)	65.5 (55.6-74.2)	18.7 (10.2-31.8)	19.0 (11.9-29.0)	23.1 (14.8-34.1)
Application of dental sealants	20.5 (10.2-36.9)	0.9 (0.1-6.6)	2.4 (0.3-15.6)	0.6 (0.1-4.7)	3.0 (0.6-14.3)	0.6 (0.1-4.7)	76.2 (59.7-87.3)
Assistance with accessing benefits for students with disabilities	53.5 (45.9-61.0)	0.1 (0.0-0.6)	3.4 (1.8-6.5)	37.6 (31.6-44.0)	15.3 (10.8-21.1)	29.3 (22.7-37.0)	30.6 (24.6-37.3)
Assistance with enrolling in Medicaid or State Children's Health Insurance Program (SCHIP)	63.9 (55.7-71.3)	0.1 (0.0-0.8)	4.9 (2.6-9.1)	32.5 (25.2-40.6)	6.2 (3.6-10.7)	28.8 (22.0-36.6)	14.6 (9.5-21.8)
Assistance with enrolling in WIC or accessing food stamps or food banks	48.1 (39.9-56.5)	0.1 (0.0-0.9)	2.9 (1.1-7.2)	46.1 (38.0-54.4)	6.3 (3.1-12.5)	31.7 (24.2-40.2)	13.1 (8.2-20.4)
Assistance with securing temporary or permanent housing	27.4 (19.7-36.7)	0.1 (0.0-1.0)	1.7 (0.5-6.0)	51.2 (42.5-59.9)	5.8 (3.1-10.8)	37.7 (29.4-46.8)	19.8 (13.8-27.8)
Case management for students with chronic health conditions (e.g., asthma or diabetes)	94.1 (90.4-96.4)	1.1 (0.4-2.6)	10.4 (7.1-15.0)	4.9 (3.1-7.5)	2.5 (1.2-5.4)	3.5 (1.8-6.6)	10.9 (7.8-15.1)
Case management for students with disabilities	79.8 (74.2-84.4)	0.8 (0.3-1.9)	8.6 (5.6-13.0)	10.9 (8.1-14.5)	4.6 (2.8-7.5)	8.7 (5.8-12.7)	39.9 (33.7-46.4)
Contraceptives ²	89.4 (75.0-95.9)	5.5 (1.5-17.8)	2.3 (0.3-15.4)	33.7 (17.2-55.4)	10.7 (3.9-26.0)	16.3 (6.1-37.0)	19.3 (9.3-35.9)
Counseling after a natural disaster or other emergency or crisis situation	38.7 (32.7-45.0)	0.1 (0.0-0.8)	3.8 (1.5-9.4)	67.2 (60.8-73.0)	22.4 (17.2-28.8)	24.5 (19.1-30.8)	25.1 (19.8-31.4)
Counseling for emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	34.6 (29.3-40.3)	0.2 (0.0-0.9)	2.9 (1.4-6.0)	71.5 (64.9-77.2)	30.4 (24.6-36.9)	22.0 (16.8-28.1)	10.6 (7.6-14.8)
CPR	80.4 (74.8-85.0)	0.6 (0.2-2.0)	17.1 (12.4-23.0)	6.6 (4.6-9.2)	2.7 (1.6-4.6)	3.2 (1.9-5.5)	71.8 (66.0-76.9)
Crisis intervention for personal problems	41.1 (35.5-46.9)	0.1 (0.0-0.8)	4.2 (2.0-8.6)	71.9 (65.4-77.5)	21.1 (16.1-27.1)	25.3 (20.1-31.3)	16.9 (12.9-21.8)
First aid	79.1 (73.4-83.9)	0.7 (0.3-2.0)	17.9 (13.2-23.9)	5.9 (4.0-8.7)	2.4 (1.3-4.6)	1.8 (0.9-3.7)	56.7 (50.8-62.4)
HIV counseling, testing, and referral ²	80.3 (69.4-88.0)	2.5 (1.0-6.6)	5.2 (2.2-11.9)	44.8 (35.9-54.0)	12.9 (6.0-25.5)	19.5 (11.7-30.7)	11.8 (6.0-21.8)
Identification of emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	55.9 (49.7-61.9)	0.4 (0.1-2.2)	4.0 (2.3-7.1)	59.3 (53.2-65.1)	29.3 (23.7-35.5)	22.9 (17.7-29.2)	28.2 (23.1-34.0)
Identification of or referral for eating disorders ²	80.3 (72.8-86.2)	1.1 (0.4-3.0)	5.1 (2.6-9.8)	53.1 (45.5-60.4)	16.4 (11.4-23.0)	23.8 (17.3-31.9)	11.8 (7.9-17.3)
Identification of or referral for physical, sexual, or emotional abuse	69.1 (62.9-74.7)	1.1 (0.4-3.2)	7.1 (4.6-11.0)	65.5 (59.4-71.1)	24.7 (19.5-30.7)	28.8 (22.8-35.5)	35.1 (29.4-41.3)
Identification of or referral for students with family problems (e.g., parental divorce, substance abuse, or violence)	50.5 (44.7-56.4)	1.2 (0.4-3.3)	5.0 (3.0-8.0)	70.7 (64.4-76.2)	22.1 (17.3-27.8)	25.4 (19.8-31.8)	23.3 (18.6-28.8)
Identification of or referrals for oral health problems	84.4 (78.2-89.2)	1.7 (0.4-6.9)	9.5 (6.0-14.6)	1.5 (0.8-2.9)	0.6 (0.2-1.5)	1.0 (0.4-2.8)	18.3 (13.3-24.6)
Identification or school-based management of acute illnesses	92.3 (87.8-95.2)	0.9 (0.3-2.6)	14.4 (9.8-20.7)	2.0 (1.0-3.8)	0.9 (0.3-2.2)	1.1 (0.4-2.8)	12.6 (8.7-18.0)

Table 4.13. continued

Health service	School nurse (%)	School physician (%)	School health aide (%)	School counselor (%)	School psychologist (%)	School social worker (%)	Other (%)
Identification or school-based management of chronic health conditions (e.g., asthma or diabetes)	89.6 (85.4-92.6)	0.7 (0.3-1.9)	15.4 (10.9-21.2)	1.6 (0.8-3.1)	0.7 (0.2-1.8)	0.8 (0.3-2.0)	18.5 (14.5-23.2)
Identification, treatment of, or referral for STDs ²	93.8 (87.2-97.1)	2.7 (1.0-6.7)	6.1 (3.0-12.1)	14.8 (9.6-22.2)	2.9 (1.3-6.4)	9.7 (5.4-16.8)	5.8 (2.6-12.4)
Immunizations other than seasonal influenza	56.1 (40.3-70.7)	3.8 (0.8-15.6)	2.1 (0.3-14.2)	1.8 (0.4-7.7)	0.7 (0.1-4.7)	2.8 (0.6-12.9)	57.5 (42.0-71.7)
Instruction on self-management of chronic health conditions (e.g., asthma or diabetes)	95.8 (92.6-97.7)	0.9 (0.3-2.4)	10.1 (6.2-15.9)	5.6 (3.8-8.1)	2.5 (1.4-4.5)	2.6 (1.4-4.6)	4.6 (2.8-7.4)
Job readiness skills programs	15.9 (10.6-23.2)	0.3 (0.0-2.1)	1.1 (0.3-4.3)	66.2 (56.1-75.1)	8.3 (4.5-14.8)	8.0 (4.8-13.0)	41.7 (32.6-51.4)
Prenatal care referrals ²	93.2 (87.3-96.4)	2.1 (0.8-5.6)	4.6 (2.1-9.8)	22.7 (15.4-32.2)	3.1 (1.4-6.6)	10.6 (6.1-17.7)	10.2 (6.2-16.2)
Referrals for after-school programs for students (e.g., supervised recreation)	33.6 (26.8-41.2)	0	3.7 (1.6-8.2)	55.0 (47.0-62.9)	12.6 (8.4-18.4)	20.5 (15.3-27.0)	47.3 (39.7-55.0)
Referrals for child care for teen mothers	63.5 (52.9-73.0)	0.3 (0.0-2.4)	3.8 (1.8-7.8)	60.4 (51.6-68.7)	13.9 (8.0-23.2)	24.1 (16.7-33.4)	16.0 (9.7-25.3)
Referrals for chronic health conditions (e.g., asthma or diabetes)	94.4 (91.0-96.6)	0.7 (0.2-2.4)	7.9 (4.9-12.6)	7.4 (5.3-10.3)	2.7 (1.5-5.0)	4.5 (2.8-7.2)	6.9 (4.3-10.8)
Seasonal influenza vaccine	44.8 (31.3-59.0)	2.2 (0.4-10.1)	3.9 (0.9-15.8)	3.4 (1.1-9.8)	0.4 (0.0-2.8)	1.6 (0.3-7.7)	62.2 (47.8-74.7)
Services specifically for gay, lesbian, or bisexual students	43.1 (32.3-54.6)	1.1 (0.3-4.6)	1.9 (0.6-5.8)	72.5 (61.5-81.3)	21.1 (12.3-33.8)	33.1 (23.2-44.7)	20.5 (12.4-31.9)
Stress management	39.8 (32.9-47.1)	0.4 (0.1-1.3)	4.2 (2.0-8.6)	67.2 (59.7-74.0)	19.3 (14.4-25.2)	25.2 (19.2-32.4)	9.8 (6.7-14.2)
Tobacco use cessation ²	71.0 (59.6-80.3)	1.7 (0.5-5.6)	5.8 (2.7-11.9)	50.0 (40.1-59.9)	8.0 (3.9-15.4)	14.6 (9.0-23.0)	23.2 (14.8-34.5)
Tracking students with chronic health conditions (e.g., asthma or diabetes)	87.4 (82.6-91.1)	0.8 (0.3-2.3)	14.4 (10.1-20.0)	3.1 (1.9-5.0)	0.7 (0.2-1.9)	1.5 (0.7-3.2)	14.4 (10.8-18.8)
Weight management	83.0 (74.9-88.9)	1.5 (0.5-4.7)	8.2 (4.3-15.1)	20.4 (15.0-27.2)	4.9 (2.5-9.4)	8.4 (4.6-14.7)	11.1 (6.7-18.0)
Prevention service³							
Alcohol or other drug use prevention	49.9 (40.6-59.3)	1.9 (0.6-5.6)	5.2 (2.7-9.6)	55.3 (46.5-63.7)	15.4 (9.7-23.5)	17.7 (12.4-24.6)	26.2 (18.8-35.1)
HIV prevention ²	77.5 (66.9-85.4)	4.0 (1.5-10.2)	6.4 (2.5-15.4)	39.4 (29.5-50.3)	4.8 (2.0-11.5)	13.1 (6.3-25.3)	26.0 (17.6-36.7)
Injury prevention and safety counseling	77.8 (69.9-84.0)	1.4 (0.5-4.0)	8.1 (4.5-14.2)	23.0 (17.0-30.3)	5.2 (2.4-10.8)	10.1 (6.2-16.0)	27.0 (20.2-35.1)
Nutrition and dietary behavior counseling	77.5 (68.9-84.2)	0.9 (0.2-3.3)	7.9 (4.1-14.6)	24.2 (17.8-32.0)	4.7 (2.6-8.6)	9.1 (5.2-15.3)	20.5 (14.2-28.6)
Physical activity and fitness counseling	59.9 (50.8-68.4)	1.3 (0.6-3.2)	5.7 (2.6-12.0)	14.8 (9.7-22.0)	2.5 (1.0-6.3)	5.7 (2.9-11.0)	48.7 (40.2-57.3)
Pregnancy prevention ²	68.3 (58.4-76.8)	2.8 (1.2-6.7)	5.0 (2.3-10.3)	42.0 (32.5-52.2)	4.4 (2.2-8.6)	11.0 (5.6-20.5)	28.8 (19.9-39.6)
STD prevention ²	76.4 (66.3-84.3)	3.6 (1.4-9.3)	7.2 (3.6-13.7)	37.3 (28.1-47.5)	4.0 (1.8-8.4)	11.5 (5.9-21.2)	26.8 (18.3-37.4)
Suicide prevention	41.5 (34.0-49.5)	1.6 (0.6-4.3)	1.8 (0.7-4.2)	67.1 (58.4-74.7)	24.2 (18.3-31.1)	23.5 (17.3-31.2)	14.8 (10.1-21.2)
Tobacco use prevention	59.7 (50.2-68.5)	2.5 (0.9-6.7)	7.3 (3.6-14.3)	49.8 (40.5-59.2)	11.1 (5.8-20.1)	14.3 (8.8-22.4)	25.5 (18.4-34.2)
Violence prevention (e.g., bullying, fighting, or dating violence prevention)	27.4 (22.3-33.2)	0.4 (0.1-1.2)	3.6 (1.9-6.8)	60.1 (53.1-66.7)	13.3 (9.6-18.2)	21.7 (16.7-27.7)	31.4 (25.9-37.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among schools that provided that service.

² Not asked among elementary schools.

³ In 1-on-1 or small-group settings.

Table 4.14. Percentage of schools with specific practices related to immunizations, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Immunization provided to students				
Chicken pox or varicella vaccine	3.3 (1.8-5.9)	3.6 (1.7-7.3)	2.9 (1.3-6.3)	3.1 (1.4-6.6)
Diphtheria-tetanus-pertussis vaccine ^{1,2}	3.3 (1.5-7.0)	3.3 (1.5-7.0)	NA	NA
Hepatitis A vaccine	3.1 (1.7-5.6)	3.6 (1.7-7.3)	2.9 (1.3-6.3)	2.0 (0.8-5.0)
Hepatitis B vaccine	3.3 (1.9-5.9)	3.9 (2.0-7.6)	2.9 (1.3-6.3)	2.4 (1.1-5.4)
Human papillomavirus vaccine ³	2.7 (1.3-5.5)	NA	2.5 (1.0-5.9)	3.1 (1.4-6.6)
Influenza vaccine	5.2 (3.3-8.1)	5.3 (2.9-9.3)	4.7 (2.6-8.6)	5.6 (2.7-10.9)
Measles vaccine	3.3 (1.8-5.9)	3.6 (1.7-7.3)	2.9 (1.3-6.3)	3.1 (1.4-6.6)
Meningococcal conjugate vaccine ³	2.7 (1.3-5.2)	NA	2.3 (0.9-5.6)	3.1 (1.4-6.6)
Polio vaccine	3.3 (1.8-5.9)	3.6 (1.7-7.3)	2.9 (1.3-6.3)	3.1 (1.4-6.6)
Tetanus-diphtheria-pertussis vaccine ^{2,4}	4.8 (3.0-7.7)	5.4 (3.0-9.5)	4.3 (2.2-8.2)	4.0 (1.9-8.3)
Has school-located seasonal influenza vaccination clinic	28.9 (23.7-34.6)	27.6 (20.9-35.5)	31.6 (24.9-39.1)	28.4 (21.3-36.6)
Eligible to receive vaccinations at clinic⁵				
Students	18.2 (13.8-23.6)	19.2 (13.6-26.4)	17.1 (11.9-24.1)	17.0 (11.7-24.1)
Faculty and staff	25.3 (20.5-30.8)	23.0 (16.8-30.7)	27.7 (21.5-34.9)	27.9 (21.0-36.2)
Students' families	9.0 (6.0-13.4)	9.9 (5.8-16.5)	7.9 (4.6-13.2)	8.3 (4.8-14.1)
Other community members	7.9 (5.2-11.7)	7.5 (4.0-13.6)	7.2 (4.2-12.0)	9.6 (5.3-16.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ For children 7 years of age or younger.

² Not asked among middle and high schools.

³ Not asked among elementary schools.

⁴ For children over age 7 years.

Table 4.15. Percentage of schools that provided specific services to medically fragile students^{1,2} and percentage of schools in which staff member provided any of these services, by school level—SHPPS 2014

Service	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Catheterization	20.1 (14.4-27.3)	22.3 (14.1-33.5)	13.8 (7.2-24.8)	21.1 (12.9-32.4)
IV medications	2.0 (0.7-5.7)	1.5 (0.2-9.6)	1.5 (0.2-10.1)	3.7 (1.2-11.2)
Stoma care	19.5 (14.2-26.4)	23.2 (15.1-33.8)	19.1 (11.0-31.0)	10.9 (5.5-20.4)
Suctioning	14.5 (9.8-20.9)	14.6 (8.2-24.8)	11.2 (5.4-21.7)	17.7 (9.7-29.9)
Tracheostomy care	11.5 (7.1-18.1)	13.2 (7.2-23.1)	6.5 (2.4-16.1)	12.4 (5.7-25.1)
Tube feedings	29.5 (23.1-36.9)	34.7 (24.9-45.9)	23.0 (14.2-35.1)	23.2 (15.5-33.2)
Ventilator care	6.0 (2.9-12.0)	6.8 (2.8-15.7)	4.6 (1.4-13.7)	5.2 (2.1-12.4)
Staff providing service³				
School nurse	88.8 (79.7-94.1)	91.5 (78.7-96.9)	88.6 (67.8-96.6)	80.6 (63.2-91.0)
School physician	1.5 (0.3-6.4)	1.6 (0.2-11.0)	0	2.5 (0.3-16.0)
School health aide	18.7 (11.3-29.3)	18.7 (9.4-33.9)	20.6 (8.7-41.6)	16.8 (7.4-33.6)
Other	20.4 (12.9-30.8)	20.9 (11.0-35.9)	18.9 (7.7-39.4)	20.5 (9.5-38.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 35.6% of schools overall, 37.6% of elementary schools, 30.0% of middle schools, and 38.0% of high schools with at least one medically fragile student, defined as those who are dependent on nursing services or special technologies to enhance or sustain their lives.

² During the 12 months before the study.

³ Among schools that provided service.

Table 4.16. Specific school health services practices, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
School nurse participates in the development of student plans, when indicated ¹				
Individualized Education Programs	71.9 (65.9-77.2)	75.3 (66.8-82.2)	67.0 (58.1-74.9)	69.7 (59.7-78.1)
Individualized Health Plans	73.6 (67.4-78.9)	76.6 (68.1-83.3)	69.1 (60.0-76.9)	71.6 (61.9-79.6)
504 plans	72.7 (66.6-78.0)	77.2 (68.7-83.8)	67.8 (58.7-75.6)	67.6 (57.7-76.1)
Standard health services funded through				
School district budget	83.4 (78.4-87.4)	83.5 (76.4-88.8)	82.4 (74.1-88.4)	84.2 (76.1-89.9)
Medicaid	22.2 (17.8-27.4)	20.1 (14.2-27.7)	22.7 (16.6-30.2)	27.0 (20.3-34.9)
State Children's Health Insurance Program (SCHIP)	6.6 (4.6-9.5)	6.0 (3.4-10.6)	7.8 (4.4-13.3)	6.7 (3.9-11.2)
Private insurance	5.5 (3.6-8.4)	4.6 (2.3-9.3)	5.4 (2.8-10.1)	7.8 (4.2-14.0)
Public grants	9.3 (6.6-13.0)	10.4 (6.6-15.9)	9.7 (6.1-15.0)	6.2 (3.5-10.6)
Private grants	5.9 (3.9-8.8)	7.6 (4.5-12.6)	4.0 (1.8-8.9)	3.7 (1.7-7.7)
Other	17.0 (12.9-22.1)	18.3 (12.7-25.5)	19.3 (13.2-27.4)	11.3 (6.8-18.0)
School serves as a Medicaid provider	28.1 (23.3-33.5)	30.2 (23.6-37.7)	23.0 (16.8-30.6)	29.4 (23.0-36.8)
Sent letters or emails or posted information on a school Web site to inform faculty and staff about an infectious disease outbreak at school ^{2,3}	35.1 (30.3-40.2)	36.1 (29.2-43.7)	36.1 (29.1-43.8)	30.9 (23.8-39.1)
Sent letters or emails or posted information on a school Web site to inform faculty and staff about how to prevent infectious diseases ²	70.0 (64.5-75.0)	68.0 (60.2-74.8)	73.3 (66.1-79.6)	71.0 (62.5-78.2)
Students with a fever above a certain temperature are sent home	94.8 (91.7-96.8)	97.6 (93.7-99.1)	93.9 (88.0-97.0)	88.6 (80.6-93.6)
Temperature for which students are sent home (mean) ⁴	100.2 (100.1-100.2)	100.2 (100.1-100.3)	100.1 (100.0-100.2)	100.2 (100.1-100.3)
Has rules regarding how long a student must stay home with an infectious illness	89.9 (86.3-92.6)	93.2 (88.7-96.0)	87.8 (81.3-92.3)	84.2 (76.7-89.6)
Students found to have head lice are sent home	80.1 (74.7-84.6)	80.2 (72.6-86.0)	83.0 (76.4-88.0)	76.0 (67.2-83.0)
Has rules regarding how long students must stay home when they have head lice	73.0 (67.6-77.8)	74.8 (66.9-81.4)	73.0 (65.3-79.5)	68.1 (60.5-74.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among nonpublic schools.

² During the 12 months before the study.

³ An additional 53.0% of schools overall, 49.8% of elementary schools, 56.4% of middle schools, and 56.4% of high schools did not have an infectious disease outbreak during the 12 months before the study.

⁴ Among schools that send students home with a fever above a certain temperature.

Table 4.17. Percentage of schools with arrangements with specific providers not on school property to offer health services to students, by school level—SHPPS 2014

Provider	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Community health clinic or health center	13.3 (10.1-17.2)	12.7 (8.5-18.5)	10.5 (6.6-16.5)	18.5 (12.7-26.1)
Dental or dental hygiene school	3.2 (1.9-5.3)	3.8 (1.8-7.9)	1.6 (0.5-5.0)	3.8 (1.7-8.3)
Local health department	15.1 (11.7-19.4)	14.2 (9.9-19.9)	14.2 (9.4-20.9)	18.9 (12.6-27.5)
Local hospital	6.0 (3.8-9.1)	5.8 (3.2-10.3)	3.8 (1.7-8.3)	9.2 (4.7-17.1)
Local mental health or social services agency	14.1 (10.9-18.2)	13.1 (8.9-19.0)	15.5 (10.7-21.8)	15.0 (10.1-21.8)
Managed care organization	3.1 (1.6-5.9)	3.0 (1.0-8.9)	3.8 (1.8-7.5)	2.4 (0.9-6.5)
Private dentist	6.4 (4.3-9.4)	5.7 (3.2-10.0)	7.1 (3.6-13.4)	7.4 (3.3-15.8)
Private physician	8.6 (5.8-12.5)	7.5 (4.5-12.1)	8.1 (4.5-14.1)	12.2 (6.4-22.3)
School-linked health center	3.7 (2.2-6.0)	1.4 (0.4-4.7)	5.8 (2.9-11.2)	6.6 (3.8-11.4)
University, medical school, or nursing school	3.6 (2.2-5.9)	3.2 (1.4-7.1)	3.3 (1.5-7.4)	5.0 (2.1-11.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 4.18. Percentage of schools that provide specific health services and prevention services through providers not on school property, by school level—SHPPS 2014

	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Health service				
Administration of sports physicals	15.2 (11.7-19.5)	11.4 (7.4-17.2)	12.5 (8.2-18.6)	29.0 (21.2-38.2)
Administration of topical fluorides (e.g., mouthrinses, varnish, or supplements)	11.0 (8.0-14.9)	12.6 (8.3-18.7)	8.6 (4.9-14.7)	9.9 (6.3-15.3)
Application of dental sealants	9.0 (6.3-12.5)	10.5 (6.7-16.1)	7.5 (4.0-13.5)	7.0 (3.9-12.3)
Case management for students with chronic health conditions (e.g., asthma or diabetes)	14.4 (11.0-18.7)	14.6 (9.8-21.1)	13.0 (8.8-18.9)	15.8 (11.0-22.3)
Case management for students with disabilities	15.3 (11.9-19.6)	16.2 (11.1-23.1)	12.3 (8.1-18.3)	17.0 (11.8-23.9)
Contraceptives ¹	8.1 (5.2-12.3)	NA	5.1 (2.4-10.7)	12.2 (8.0-18.0)
Identification or school-based management of acute illnesses	12.5 (9.4-16.6)	11.8 (7.8-17.4)	12.2 (8.1-17.9)	15.0 (9.9-22.0)
Identification or school-based management of chronic health conditions (e.g., asthma or diabetes)	13.6 (10.3-17.7)	13.2 (8.7-19.4)	12.2 (8.1-18.0)	16.6 (11.4-23.4)
Identification, treatment of, or referral for STDs ¹	12.1 (8.5-16.8)	NA	9.1 (5.4-15.0)	16.2 (11.2-22.8)
Immunizations other than seasonal influenza	14.6 (11.2-18.7)	13.0 (8.9-18.7)	13.0 (8.4-19.6)	21.0 (15.1-28.4)
Lab tests	6.7 (4.6-9.9)	3.7 (1.8-7.7)	7.3 (3.9-13.1)	14.0 (8.5-22.0)
Oral healthcare or oral healthcare referrals	18.7 (14.8-23.2)	19.4 (14.4-25.6)	15.6 (10.5-22.5)	21.0 (14.1-30.0)
Prenatal care or prenatal care referrals ¹	11.8 (8.4-16.4)	NA	9.4 (5.6-15.3)	15.2 (10.7-21.2)
Prescriptions for medications	7.7 (5.5-10.6)	5.7 (3.2-9.9)	8.2 (4.8-13.9)	12.2 (7.7-18.6)
Primary care	8.7 (6.1-12.2)	7.4 (4.2-12.7)	8.1 (4.4-14.6)	12.8 (8.1-19.5)
Seasonal influenza (flu) vaccine	15.8 (12.1-20.2)	13.9 (9.3-20.2)	16.7 (11.5-23.4)	19.6 (13.8-27.0)
Prevention service²				
Alcohol or other drug use prevention	38.5 (30.6-47.1)	37.7 (26.9-49.8)	43.5 (29.4-58.7)	35.2 (23.8-48.6)
HIV prevention ¹	29.1 (20.8-39.1)	NA	31.1 (19.1-46.4)	27.3 (17.6-39.7)
Injury prevention and safety counseling	34.5 (27.3-42.5)	34.5 (23.7-47.2)	39.3 (26.2-54.1)	29.7 (19.3-42.8)
Nutrition and dietary behavior counseling	25.8 (19.5-33.4)	24.8 (15.7-36.9)	30.1 (18.6-44.7)	23.8 (15.4-34.8)
Physical activity and fitness counseling	27.2 (20.3-35.4)	26.1 (16.4-38.9)	28.2 (17.1-42.6)	28.5 (18.9-40.6)
Pregnancy prevention ¹	29.2 (20.9-39.0)	NA	30.1 (18.2-45.4)	28.3 (18.4-40.7)
STD prevention ¹	29.8 (21.2-40.1)	NA	32.3 (19.9-48.0)	27.3 (17.6-39.7)
Suicide prevention	37.0 (29.5-45.2)	32.6 (21.7-45.8)	48.1 (34.4-62.1)	34.4 (23.9-46.8)
Tobacco use prevention	33.5 (25.5-42.5)	32.3 (21.3-45.7)	38.1 (24.9-53.3)	31.3 (20.6-44.4)
Violence prevention (e.g., bullying, fighting, or dating violence prevention)	45.6 (37.5-54.0)	44.9 (33.0-57.5)	53.2 (37.7-68.1)	39.4 (27.5-52.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

² In 1-on-1 or small-group settings.

Table 4.19. Percentage of school health services coordinators¹ with specific characteristics, by school level—SHPPS 2014

Characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Works for				
School district	74.2 (66.6-80.6)	72.0 (61.2-80.7)	74.1 (64.2-82.0)	80.2 (68.5-88.3)
School	39.8 (32.8-47.3)	39.6 (29.7-50.3)	37.6 (28.8-47.4)	43.5 (31.7-56.0)
A local health department	7.0 (3.4-13.7)	8.9 (4.4-17.1)	4.0 (1.5-10.7)	6.2 (2.5-14.4)
A local hospital	3.4 (1.6-7.0)	3.7 (1.4-9.5)	3.6 (1.3-9.2)	2.2 (0.7-7.2)
Other	5.9 (3.3-10.4)	6.3 (2.9-13.2)	6.0 (2.8-12.3)	4.7 (2.1-10.3)
Years as school nurse (mean) ²	10.8 (9.5-12.0)	10.7 (9.0-12.5)	11.1 (9.4-12.7)	10.4 (8.6-12.2)
Highest level of education completed				
High school or GED	3.0 (1.4-6.3)	2.3 (0.7-7.3)	5.7 (2.5-12.2)	1.4 (0.3-6.1)
Associate's degree	22.9 (16.9-30.3)	24.9 (16.6-35.7)	18.8 (12.0-28.2)	23.4 (15.7-33.3)
Undergraduate degree	54.0 (46.4-61.4)	54.8 (44.3-64.9)	51.6 (40.8-62.2)	55.3 (44.6-65.6)
Master's degree	18.5 (13.6-24.6)	17.2 (11.0-25.9)	22.0 (13.7-33.5)	16.9 (10.2-26.6)
Doctoral degree	1.5 (0.5-4.7)	0.7 (0.1-5.1)	2.0 (0.5-7.8)	3.1 (0.9-10.0)
Majored in³				
Nursing	84.7 (78.9-89.1)	82.7 (73.6-89.2)	87.9 (77.5-93.9)	85.4 (74.3-92.2)
Biology or other science	4.5 (2.4-8.4)	4.4 (1.7-10.9)	6.8 (2.4-17.6)	2.0 (0.5-7.3)
Counseling, psychology, or social work	3.1 (1.4-6.9)	1.5 (0.3-6.0)	3.2 (1.0-9.7)	7.3 (1.9-24.1)
Education	5.7 (2.8-10.9)	7.0 (2.9-15.8)	5.5 (2.5-11.8)	2.6 (0.8-8.4)
Other	13.3 (9.2-18.9)	15.7 (9.5-24.8)	7.8 (3.8-15.3)	14.4 (7.7-25.3)
Has an undergraduate minor	24.3 (18.3-31.4)	21.2 (13.5-31.5)	26.8 (17.9-38.2)	28.4 (17.9-42.1)
Minored in⁴				
Nursing	8.0 (3.3-18.5)	8.5 (2.0-29.2)	4.5 (0.6-26.7)	11.8 (3.6-32.8)
Biology or other science	18.2 (9.5-32.2)	21.4 (8.7-44.0)	21.7 (7.9-47.3)	7.8 (1.8-27.5)
Counseling, psychology, or social work	11.8 (4.7-26.7)	20.7 (6.5-49.7)	0	10.9 (3.2-31.1)
Education	4.0 (1.0-14.6)	4.1 (0.6-25.0)	6.9 (1.0-36.6)	0
Other	63.8 (48.4-76.8)	54.1 (30.6-76.0)	66.8 (41.8-85.0)	77.6 (55.2-90.7)
Did graduate work in⁵				
Nursing	51.9 (37.7-65.8)	54.3 (31.1-75.8)	52.5 (32.4-71.9)	45.6 (24.1-68.8)
Public health	9.7 (4.3-20.5)	10.9 (2.6-35.5)	8.5 (2.1-28.2)	9.4 (2.3-31.6)
Biology or other science	3.7 (1.0-13.1)	8.2 (2.0-28.1)	0	0
Healthcare administration or business	5.6 (1.3-21.2)	5.1 (0.7-29.2)	9.8 (2.3-33.4)	0
Counseling, psychology, or social work	0.8 (0.1-5.8)	0	2.4 (0.3-15.8)	0
Education	22.6 (12.0-38.4)	13.1 (3.1-41.3)	29.7 (12.4-55.9)	31.2 (13.7-56.6)
Other	17.9 (9.0-32.3)	17.3 (6.1-40.2)	9.2 (2.4-28.9)	33.5 (13.4-62.1)
Has LPN's license	9.0 (5.9-13.5)	9.9 (5.5-17.2)	8.7 (4.4-16.5)	7.2 (3.5-14.1)
Has RN's license	83.3 (76.4-88.5)	84.7 (74.7-91.2)	80.7 (71.1-87.7)	83.4 (72.4-90.5)
Has CNP's license	1.7 (0.7-4.2)	0.6 (0.1-4.2)	2.3 (0.7-7.1)	3.8 (1.3-10.5)
Has a national school nurse certification ⁶	7.5 (4.7-11.8)	7.9 (3.9-15.1)	4.8 (2.0-11.2)	10.2 (5.8-17.4)
Has a state school nurse certification	34.1 (27.4-41.5)	35.1 (25.9-45.6)	29.8 (21.5-39.6)	37.5 (27.1-49.2)
Has an ANCC certification	1.4 (0.6-3.4)	0.8 (0.1-5.5)	0	5.0 (1.9-12.5)
Has any other certifications	32.8 (26.4-39.9)	27.2 (19.2-37.0)	36.7 (27.2-47.3)	42.5 (31.6-54.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 70.4% of schools overall, 71.3% of elementary schools, 67.8% of middle schools, and 71.6% of high schools that had a health services coordinator who served as the respondent to the school health services questionnaire.

² Among coordinators who were school nurses.

³ Among coordinators with an undergraduate degree.

⁴ Among coordinators with an undergraduate minor.

⁵ Among coordinators with a graduate degree.

⁶ From the National Board for Certification of School Nurses.

Table 4.20. Percentage of school health services coordinators who received professional development¹ and who wanted professional development on specific health services and prevention services topics, by school level—SHPPS 2014

Health services topic	Received professional development				Wanted professional development			
	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Accessing benefits for students with disabilities	26.1 (20.6-32.5)	30.5 (22.1-40.5)	23.7 (16.6-32.5)	18.4 (11.5-27.9)	7.6 (4.9-11.6)	7.3 (3.8-13.3)	8.2 (4.4-14.8)	7.6 (3.9-14.2)
Accurately measuring student height and weight	42.0 (35.2-49.1)	43.5 (33.9-53.5)	40.8 (31.2-51.2)	39.8 (29.5-51.0)	3.4 (1.6-7.2)	3.4 (1.1-9.7)	4.1 (1.7-9.6)	2.7 (1.0-7.2)
Administration of medications	66.6 (59.8-72.7)	67.3 (56.6-76.4)	69.3 (59.1-78.0)	61.2 (49.4-71.8)	15.0 (10.9-20.2)	17.1 (11.4-24.9)	12.5 (6.7-22.3)	12.9 (7.7-20.8)
Administration of topical fluorides (e.g., mouthrinses, varnish, or supplements)	11.9 (8.2-16.8)	12.6 (7.6-20.2)	11.6 (6.8-19.2)	10.4 (6.0-17.5)	9.3 (6.2-13.9)	10.1 (5.8-16.8)	7.3 (3.7-13.9)	10.2 (5.6-17.7)
After-school programs for students (e.g., supervised recreation)	13.1 (8.8-19.2)	12.2 (7.1-20.3)	15.1 (8.9-24.5)	12.8 (7.0-22.3)	5.2 (2.9-9.2)	6.4 (3.0-13.2)	3.6 (1.3-9.2)	4.6 (1.5-13.3)
Alcohol or other drug use treatment	31.0 (25.2-37.4)	31.2 (22.5-41.5)	26.3 (18.5-35.8)	36.7 (26.8-47.9)	21.9 (16.9-27.8)	17.9 (12.2-25.6)	21.0 (13.3-31.5)	32.9 (22.1-45.9)
Calculating student weight status using body mass index	42.8 (36.1-49.8)	44.5 (35.1-54.4)	39.2 (30.4-48.9)	43.3 (32.7-54.5)	4.8 (2.6-8.7)	5.6 (2.3-13.1)	4.2 (1.7-9.8)	3.5 (1.4-8.5)
Case management for students with chronic health conditions (e.g., asthma or diabetes)	63.6 (56.8-70.0)	63.6 (53.3-72.9)	63.5 (52.7-73.2)	63.8 (52.4-73.8)	35.2 (29.1-42.0)	38.0 (29.0-47.8)	28.8 (20.5-38.7)	37.1 (26.6-49.1)
Case management for students with disabilities	51.6 (44.8-58.3)	54.0 (43.4-64.3)	49.6 (38.5-60.7)	48.0 (36.6-59.6)	28.4 (22.9-34.6)	30.1 (22.1-39.4)	23.3 (16.2-32.2)	30.9 (22.6-40.8)
Child care options for teen mothers	9.2 (6.1-13.6)	8.3 (4.3-15.1)	6.3 (3.0-13.0)	15.4 (9.3-24.6)	4.5 (2.5-8.0)	3.2 (1.1-8.6)	4.7 (1.5-13.8)	7.7 (4.0-14.3)
Contraceptives	22.6 (17.2-29.2)	22.9 (15.6-32.2)	19.7 (12.7-29.1)	26.1 (17.4-37.1)	8.3 (5.7-11.9)	3.0 (1.2-7.7)	11.6 (6.4-20.2)	17.3 (10.7-26.7)
Counseling after a natural disaster or other emergency or crisis situation	48.1 (41.3-54.9)	49.4 (39.4-59.5)	50.8 (40.4-61.1)	40.9 (31.2-51.4)	26.0 (20.3-32.6)	24.8 (17.4-34.0)	27.3 (18.9-37.6)	27.2 (16.8-40.8)
Counseling for emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	39.8 (33.0-47.0)	39.8 (29.9-50.6)	42.7 (33.1-52.9)	35.8 (25.8-47.1)	26.4 (21.0-32.6)	23.1 (16.5-31.4)	27.4 (19.0-37.8)	33.4 (22.9-45.8)
CPR or use of AED equipment	98.5 (96.2-99.4)	99.2 (94.3-99.9)	97.9 (93.5-99.3)	97.7 (92.6-99.3)	19.6 (14.2-26.5)	18.9 (12.6-27.3)	16.3 (9.3-27.1)	26.1 (16.8-38.2)
Crisis intervention for personal problems	41.0 (34.5-47.8)	42.2 (32.7-52.4)	42.9 (33.5-52.8)	35.3 (25.8-46.1)	27.4 (22.2-33.2)	27.7 (20.5-36.3)	25.5 (17.4-35.8)	28.9 (18.8-41.7)
Dental sealants	7.7 (4.8-12.0)	9.5 (5.2-16.5)	3.8 (1.5-9.0)	8.3 (4.3-15.3)	5.0 (2.5-9.7)	5.3 (2.2-12.4)	3.8 (1.6-8.9)	5.5 (1.8-15.6)
Emergency preparedness	75.1 (68.4-80.8)	75.1 (64.9-83.1)	77.5 (68.5-84.6)	71.9 (58.1-82.5)	27.7 (22.2-33.9)	27.4 (19.6-36.8)	29.1 (20.2-39.8)	26.5 (18.6-36.1)
Enrolling in Medicaid or State Children's Health Insurance Program (CHIP)	29.6 (22.9-37.3)	32.8 (23.3-43.9)	29.4 (20.6-39.9)	22.0 (15.0-31.1)	3.8 (2.1-6.8)	4.1 (1.8-9.2)	2.3 (0.7-7.1)	4.8 (2.1-10.9)
Enrolling in WIC or accessing food stamps or food banks	16.4 (11.8-22.2)	18.0 (11.1-27.7)	11.3 (6.5-18.9)	19.1 (12.1-28.9)	3.5 (1.9-6.4)	3.4 (1.4-8.3)	1.9 (0.5-7.7)	5.8 (2.8-11.8)
Federal laws that protect the privacy of student health information (e.g., HIPAA or FERPA)	72.1 (65.7-77.7)	75.6 (65.3-83.6)	69.8 (60.4-77.9)	66.4 (55.0-76.3)	4.4 (2.4-7.8)	4.3 (1.8-10.1)	5.8 (2.4-13.3)	2.7 (0.9-7.4)
First aid	88.2 (83.2-91.9)	88.2 (80.8-92.9)	89.2 (82.0-93.8)	87.0 (79.4-92.1)	22.9 (17.8-29.0)	23.7 (16.8-32.2)	18.6 (11.2-29.3)	26.8 (17.9-38.0)
HIV counseling, testing, and referral	19.1 (14.5-24.7)	18.9 (12.5-27.4)	13.3 (8.1-21.1)	27.3 (18.5-38.3)	16.6 (12.7-21.5)	14.0 (8.9-21.3)	18.2 (11.3-28.0)	21.2 (14.6-29.8)
Identification of emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	54.7 (47.1-62.1)	57.3 (46.2-67.7)	54.7 (44.4-64.6)	48.2 (37.0-59.6)	35.0 (28.7-41.8)	34.2 (26.1-43.3)	32.9 (23.9-43.3)	39.7 (28.1-52.5)
Identification of or referral for eating disorders	32.9 (27.1-39.3)	32.4 (23.6-42.6)	31.3 (23.2-40.8)	36.4 (26.8-47.2)	27.0 (21.5-33.4)	26.3 (18.3-36.2)	29.0 (19.7-40.4)	26.2 (18.5-35.7)
Identification of or referral for physical, sexual, or emotional abuse	54.8 (47.9-61.4)	57.0 (46.3-67.1)	55.4 (44.9-65.4)	48.4 (37.5-59.4)	16.5 (12.4-21.8)	13.9 (8.6-21.7)	16.8 (10.3-26.2)	22.8 (14.5-33.9)
Identification of or referral for students with family problems (e.g., parental divorce, substance abuse, or violence)	44.5 (38.0-51.2)	46.1 (36.5-56.1)	47.2 (37.0-57.6)	36.8 (27.2-47.5)	17.0 (12.5-22.6)	16.7 (10.8-25.1)	12.0 (7.3-19.1)	24.4 (15.3-36.5)

Table 4.20. continued

	Received professional development				Wanted professional development			
	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Identification or school-based management of acute illnesses	76.0 (69.9-81.2)	79.1 (70.2-85.8)	75.5 (66.0-83.0)	69.0 (58.5-77.8)	31.5 (25.1-38.8)	29.9 (21.9-39.4)	32.5 (23.6-42.8)	34.5 (25.0-45.4)
Identification or school-based management of chronic health conditions (e.g., asthma or diabetes)	82.6 (77.1-87.0)	86.1 (78.2-91.4)	76.9 (66.9-84.5)	81.7 (68.7-90.1)	33.1 (27.2-39.7)	32.2 (24.5-41.1)	32.2 (23.4-42.4)	36.7 (27.2-47.3)
Identification, treatment of, or referral for STDs	31.1 (25.1-37.7)	30.7 (22.6-40.2)	28.0 (19.7-38.3)	36.2 (26.2-47.5)	12.8 (9.2-17.5)	7.0 (3.4-13.6)	16.5 (9.9-26.3)	22.7 (14.9-33.1)
Immunizations other than seasonal influenza	66.4 (59.4-72.8)	69.2 (59.2-77.6)	67.9 (57.0-77.2)	57.6 (45.3-69.0)	13.7 (9.6-19.2)	13.4 (8.4-20.6)	13.2 (7.7-21.6)	15.3 (9.4-23.9)
Infectious disease outbreak detection and response	64.8 (57.6-71.4)	66.1 (55.5-75.4)	70.6 (60.5-79.1)	53.7 (41.8-65.1)	16.0 (10.8-22.9)	16.7 (9.8-26.8)	12.8 (7.5-21.2)	18.4 (9.9-31.6)
Infectious disease prevention (e.g., hand hygiene or food safety)	76.5 (70.8-81.3)	77.9 (69.0-84.8)	82.5 (73.3-89.1)	64.7 (53.0-74.9)	13.5 (9.8-18.4)	13.3 (8.3-20.5)	14.4 (7.7-25.2)	13.0 (7.4-21.7)
Job readiness skills programs	8.4 (5.4-12.6)	7.2 (3.4-14.8)	5.4 (2.5-11.1)	15.2 (9.0-24.5)	2.6 (1.3-5.2)	3.8 (1.5-9.1)	0	3.1 (1.3-7.5)
Oral health problems	35.6 (28.8-43.0)	39.5 (29.8-50.1)	31.1 (22.3-41.6)	31.8 (22.1-43.4)	18.7 (14.4-24.0)	19.4 (13.2-27.5)	16.0 (10.2-24.1)	20.9 (14.0-29.9)
Prenatal care	12.8 (9.2-17.5)	11.0 (6.4-18.3)	9.7 (5.4-16.7)	21.5 (14.1-31.4)	7.6 (5.2-11.1)	2.8 (0.9-8.3)	10.0 (5.5-17.4)	16.7 (10.7-25.2)
Referrals for chronic health conditions (e.g., asthma or diabetes)	66.2 (58.7-72.9)	71.3 (61.0-79.8)	61.1 (50.7-70.5)	60.2 (49.0-70.4)	22.8 (17.9-28.7)	23.7 (16.7-32.5)	23.8 (15.9-34.0)	19.3 (12.4-28.8)
Seasonal influenza vaccine	57.6 (50.7-64.3)	58.3 (48.5-67.5)	58.0 (47.6-67.8)	55.3 (44.3-65.8)	11.3 (7.6-16.5)	12.2 (7.4-19.4)	9.4 (4.9-17.2)	11.7 (6.9-19.2)
Securing temporary or permanent housing	8.9 (5.7-13.7)	10.0 (5.3-18.3)	6.5 (2.9-14.0)	9.3 (5.0-16.7)	3.0 (1.5-5.8)	4.0 (1.7-9.0)	0.7 (0.1-4.7)	3.5 (1.4-8.8)
Services specifically for gay, lesbian, or bisexual students	12.4 (8.5-18.0)	12.0 (6.9-20.2)	10.1 (4.7-20.2)	16.6 (10.0-26.5)	6.9 (4.3-11.1)	6.1 (2.7-12.9)	6.9 (3.2-14.2)	9.2 (5.0-16.5)
Sports physicals	18.2 (13.6-23.9)	16.6 (10.5-25.3)	16.2 (10.1-25.0)	25.0 (15.3-38.2)	16.5 (12.2-22.0)	14.4 (8.6-23.2)	17.5 (11.4-26.0)	20.5 (13.9-29.2)
Stress management	39.4 (32.8-46.4)	40.0 (30.5-50.4)	37.9 (29.1-47.6)	39.9 (28.9-52.0)	32.4 (26.7-38.7)	32.6 (24.8-41.4)	29.6 (21.0-40.1)	35.8 (24.9-48.5)
Teaching self-management of chronic health conditions (e.g., asthma or diabetes)	75.7 (68.7-81.5)	78.8 (68.5-86.5)	77.0 (66.6-84.9)	66.0 (54.5-75.8)	27.7 (21.5-34.8)	25.0 (17.3-34.9)	29.7 (21.0-40.1)	31.6 (20.6-45.2)
Tobacco use cessation	21.8 (16.9-27.6)	26.6 (19.0-36.0)	13.2 (8.0-20.9)	20.9 (13.7-30.5)	17.7 (13.4-23.0)	15.6 (10.0-23.5)	16.3 (9.8-26.0)	24.8 (17.3-34.3)
Tracking students with chronic health conditions (e.g., asthma or diabetes)	57.1 (50.1-63.8)	60.2 (50.2-69.4)	57.9 (46.7-68.4)	48.2 (36.6-60.0)	29.5 (23.3-36.6)	33.7 (25.2-43.4)	22.2 (14.9-31.8)	28.8 (19.4-40.5)
Weight management	34.6 (27.8-42.2)	34.5 (25.3-45.1)	36.2 (27.3-46.0)	32.9 (23.0-44.6)	24.2 (18.8-30.7)	24.5 (17.1-33.8)	22.9 (15.0-33.3)	25.4 (15.5-38.7)
Prevention services topic								
Alcohol or other drug use prevention	39.1 (32.6-46.0)	40.4 (31.6-49.9)	33.4 (24.3-43.9)	43.2 (32.3-54.8)	29.8 (24.3-36.0)	27.2 (19.8-36.0)	32.6 (23.7-43.1)	32.6 (21.9-45.5)
HIV prevention	32.0 (26.3-38.3)	35.9 (27.2-45.6)	22.2 (15.0-31.4)	35.5 (25.5-47.0)	17.1 (13.3-21.8)	11.3 (6.9-17.7)	19.3 (12.4-28.8)	29.2 (21.4-38.5)
Injury prevention and safety counseling	54.8 (47.9-61.6)	53.7 (43.5-63.7)	57.1 (47.1-66.6)	54.5 (43.9-64.8)	32.5 (27.1-38.5)	34.4 (25.9-43.9)	36.0 (26.3-47.0)	23.0 (16.5-31.1)
Nutrition and dietary behavior counseling	52.1 (44.8-59.2)	56.8 (46.7-66.4)	44.5 (34.3-55.1)	50.2 (38.3-62.1)	41.0 (34.3-47.9)	42.2 (32.4-52.7)	37.2 (27.8-47.7)	42.8 (32.0-54.4)
Physical activity and fitness counseling	34.4 (27.9-41.6)	33.3 (24.1-43.8)	31.0 (22.2-41.4)	42.1 (31.7-53.2)	36.1 (30.0-42.6)	39.0 (29.5-49.4)	35.0 (25.9-45.3)	30.1 (19.7-43.1)
Pregnancy prevention	27.1 (21.6-33.4)	27.0 (19.3-36.4)	21.8 (14.9-30.6)	34.6 (24.7-46.0)	16.3 (12.6-20.8)	9.6 (5.6-15.9)	15.7 (9.3-25.3)	34.3 (25.6-44.2)
STD prevention	33.8 (27.9-40.2)	34.8 (26.2-44.5)	28.2 (20.6-37.3)	38.7 (28.4-50.1)	18.9 (14.8-23.9)	12.6 (7.9-19.4)	19.9 (12.8-29.5)	34.0 (25.3-44.0)
Suicide prevention	53.2 (46.0-60.3)	53.3 (42.8-63.5)	51.9 (41.5-62.2)	54.8 (42.7-66.3)	32.9 (26.8-39.6)	27.9 (20.4-37.0)	37.2 (27.0-48.6)	39.8 (29.5-51.0)
Tobacco use prevention	29.5 (23.6-36.2)	28.7 (20.9-37.9)	28.4 (19.8-38.9)	33.3 (23.6-44.5)	22.7 (17.8-28.5)	22.3 (15.6-30.8)	19.0 (12.0-28.7)	28.8 (20.8-38.4)
Violence prevention	73.9 (67.3-79.6)	77.5 (67.6-85.0)	72.5 (62.3-80.8)	66.6 (55.1-76.4)	37.2 (30.6-44.3)	34.5 (25.6-44.7)	36.2 (27.2-46.4)	45.4 (33.3-58.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 2 years before the study.

Counseling, Psychological, and Social Services

Table 5.1. Percentage of schools with specific mental health or social services staffing characteristics, by school level—SHPPS 2014

Staffing characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Someone at school oversees or coordinates mental health and social services	67.3 (62.2-72.0)	70.2 (62.4-77.0)	63.5 (55.2-71.1)	65.1 (56.7-72.6)
Has part-time or full-time school counselor ^{1,2}	78.5 (72.7-83.2)	72.6 (63.6-80.0)	82.1 (74.6-87.8)	88.3 (81.2-93.0)
Had 30 or more counselor-hours/week ³	75.9 (70.1-81.0)	65.6 (55.2-74.8)	77.8 (69.4-84.5)	94.6 (89.7-97.3)
Requires newly hired counselor to be licensed, certified, or credentialed ⁴	86.5 (81.6-90.3)	87.1 (78.8-92.5)	88.4 (82.2-92.7)	82.6 (73.2-89.2)
Has part-time or full-time school psychologist ¹	56.2 (49.7-62.5)	58.1 (49.1-66.6)	56.9 (47.9-65.4)	50.6 (41.3-59.8)
Had 30 or more psychologist-hours/week ³	24.9 (19.0-32.0)	20.8 (13.3-31.1)	22.5 (14.7-32.9)	40.0 (28.9-52.2)
Requires newly hired psychologist to be licensed, certified, or credentialed ⁴	94.6 (90.9-96.8)	95.1 (88.8-97.9)	93.3 (86.4-96.8)	95.0 (88.8-97.9)
Has part-time or full-time school social worker ¹	45.3 (38.3-52.5)	45.9 (36.6-55.6)	42.0 (33.8-50.7)	48.1 (38.6-57.7)
Had 30 or more social worker-hours/week ³	35.5 (28.0-43.7)	29.4 (19.3-42.1)	33.6 (23.1-46.0)	52.4 (40.2-64.4)
Requires newly hired social worker to be licensed, certified, or credentialed ⁴	89.9 (85.4-93.1)	91.7 (83.5-96.0)	87.3 (79.8-92.3)	88.6 (81.1-93.4)
Requires all mental health or social services staff to earn continuing education credits ⁵	76.5 (70.5-81.6)	78.6 (70.0-85.2)	78.5 (70.7-84.6)	68.9 (59.4-77.0)
Has backup or after hours coverage when school mental health or social services staff are unavailable	19.8 (16.3-23.7)	15.2 (10.3-21.9)	19.9 (14.9-26.2)	30.9 (23.3-39.7)
Organizations or mental health or social services professionals have arrangements ⁶ to provide mental health or social services to students or families at other sites not on school property	40.5 (34.4-46.8)	40.0 (32.3-48.2)	42.7 (34.3-51.6)	38.5 (30.9-46.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Who provides standard mental health or social services to students at school. Standard services are those available to all students at school.

² Does not include school counselors who provide only academic counseling or college or career placement.

³ During the 30 days before the study.

⁴ By a state agency or board.

⁵ On mental health or social services topics.

⁶ A contract, memorandum of agreement, or other similar arrangement.

Table 5.2. Mean number of mental health and social services staff and mean number of hours per week each type of staff spent at school,¹ by school level—SHPPS 2014

	Total	Elementary schools	Middle schools	High schools
School counselors				
Mean number of staff	1.5 (1.4-1.6)	1.2 (1.1-1.2)	1.6 (1.4-1.7)	2.2 (1.9-2.6)
Mean number of hours/week	51.3 (47.1-55.5)	34.9 (31.2-38.6)	50.8 (44.3-57.3)	85.3 (73.4-97.3)
School psychologists				
Mean number of staff	1.1 (1.0-1.1)	1.1 (1.0-1.1)	1.1 (1.0-1.2)	1.2 (1.1-1.3)
Mean number of hours/week	19.2 (16.6-21.9)	17.9 (14.7-21.1)	17.1 (12.8-21.4)	26.1 (20.6-31.6)
School social workers				
Mean number of staff	1.2 (1.1-1.2)	1.1 (1.0-1.1)	1.2 (1.1-1.3)	1.3 (1.1-1.5)
Mean number of hours/week	23.8 (20.2-27.4)	19.3 (15.2-23.3)	25.1 (20.0-30.2)	33.4 (25.3-41.5)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 30 days before the study.

Table 5.3. Percentage of schools with minimum levels of education required for newly hired mental health or social services staff, by school level—SHPPS 2014

Level of education	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
School counselors				
Undergraduate degree in counseling	11.9 (8.5-16.3)	10.8 (6.2-18.2)	15.2 (9.9-22.8)	9.9 (5.9-16.1)
Master's degree in counseling	84.5 (79.7-88.4)	87.0 (79.6-91.9)	81.1 (73.1-87.2)	83.2 (75.9-88.7)
Other degree	1.7 (0.8-3.4)	1.6 (0.5-4.9)	0.7 (0.1-5.2)	3.1 (1.1-8.2)
No specific education requirement	1.9 (0.9-3.9)	0.6 (0.1-4.3)	2.9 (0.8-9.2)	3.8 (1.5-9.6)
School psychologists				
Undergraduate degree in psychology	6.2 (3.5-10.6)	6.2 (2.4-14.8)	6.9 (3.2-14.1)	5.2 (2.4-10.9)
Master's degree in psychology	76.8 (71.2-81.7)	82.0 (72.6-88.7)	73.9 (64.5-81.5)	68.4 (58.6-76.8)
Doctorate in psychology	12.4 (8.9-17.0)	10.0 (5.6-17.1)	11.1 (6.7-17.8)	19.7 (12.5-29.8)
Other degree	2.9 (1.6-5.2)	1.4 (0.3-6.0)	4.7 (2.4-9.3)	4.2 (1.7-9.8)
No specific education requirement	1.7 (0.7-3.8)	0.4 (0.1-2.2)	3.4 (1.0-10.5)	2.5 (0.6-10.3)
School social workers				
Undergraduate degree in social work	18.8 (14.3-24.2)	18.3 (11.9-27.1)	16.2 (10.8-23.7)	22.9 (16.1-31.6)
Master's degree in social work	79.0 (73.2-83.8)	80.3 (71.2-87.0)	80.1 (71.7-86.4)	74.7 (65.7-81.9)
Other degree	0.6 (0.2-2.3)	1.2 (0.3-4.5)	0	0
No specific education requirement	1.7 (0.7-3.7)	0.2 (0.0-1.8)	3.7 (1.2-10.6)	2.4 (0.7-7.7)

Table 5.4. Percentage of schools in which mental health or social services staff talked to or taught students in specific settings,¹ by school level—SHPPS 2014

Type of class	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Health education class ²	33.5 (28.2-39.2)	NA	37.0 (29.5-45.2)	28.7 (21.8-36.8)
Any other class ²	47.3 (40.8-53.9)	NA	52.3 (44.3-60.3)	40.5 (32.6-48.9)
As part of a health education lesson or unit ³	58.6 (50.5-66.3)	58.6 (50.5-66.3)	NA	NA
As part of any other lesson or unit ³	67.0 (58.0-74.8)	67.0 (58.0-74.8)	NA	NA

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

² Not asked among elementary schools.

³ Not asked among middle or high schools.

Table 5.5. Percentage of schools in which mental health and social services staff worked on standard¹ mental health or social services activities with other school and local agency or organization staff,² by school level—SHPPS 2014

Staff	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
School staff				
Health education	54.4 (48.3-60.3)	50.2 (41.6-58.8)	57.2 (49.1-64.8)	60.7 (50.6-70.0)
Health services	65.6 (60.0-70.7)	68.3 (59.5-75.9)	62.0 (53.8-69.5)	63.7 (54.3-72.2)
Nutrition or food service	23.7 (19.4-28.5)	26.2 (19.5-34.2)	19.6 (13.7-27.3)	22.8 (15.9-31.5)
Physical education	51.0 (45.6-56.4)	54.4 (45.7-62.8)	47.0 (39.1-55.1)	48.2 (39.7-56.7)
School-based health center	11.4 (8.2-15.7)	12.6 (7.9-19.6)	9.1 (5.3-15.2)	11.7 (7.4-17.9)
Local agency or organization staff				
A health organization (e.g., the American Heart Association or the American Red Cross)	30.6 (25.5-36.1)	32.6 (25.3-40.8)	22.5 (16.2-30.2)	36.0 (27.8-45.2)
A local business	41.3 (36.6-46.3)	41.8 (34.5-49.5)	29.2 (22.4-37.2)	55.4 (45.5-64.9)
A local child welfare agency	73.5 (68.1-78.3)	73.9 (65.3-81.1)	67.5 (59.5-74.7)	80.1 (71.1-86.8)
A local college or university	44.0 (39.0-49.1)	31.9 (25.2-39.4)	42.1 (34.4-50.3)	75.6 (66.7-82.8)
A local health department	33.1 (28.1-38.6)	32.8 (25.4-41.1)	34.5 (27.1-42.7)	32.3 (25.2-40.3)
A local hospital	42.0 (36.6-47.7)	37.1 (28.9-46.1)	42.4 (34.0-51.3)	53.7 (44.8-62.3)
A local juvenile justice department	41.9 (36.7-47.3)	28.4 (21.4-36.7)	45.6 (37.2-54.2)	69.8 (60.9-77.4)
A local law enforcement agency	60.5 (54.6-66.1)	56.8 (47.4-65.7)	53.6 (45.4-61.6)	78.3 (70.6-84.4)
A local mental health or social services agency	81.8 (76.7-86.0)	82.8 (74.3-88.9)	79.9 (71.8-86.2)	81.8 (72.2-88.6)
A local service club (e.g., the Rotary Club)	36.2 (30.6-42.3)	35.1 (27.5-43.7)	27.2 (20.3-35.4)	50.4 (41.0-59.9)
Communities in Schools	20.9 (16.4-26.3)	20.1 (13.6-28.7)	19.2 (12.8-27.7)	25.1 (19.0-32.5)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Standard services are those available to all students at the school.

² During the 12 months before the study.

Table 5.6. Percentage of schools with specific facilities and equipment for mental health and social services, by school level—SHPPS 2014

Facility or equipment	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
A private room for counseling students	92.7 (89.2-95.2)	92.3 (86.1-95.9)	89.4 (82.6-93.8)	98.3 (95.4-99.4)
A dedicated phone line for standard ¹ mental health or social services staff	61.7 (56.1-67.0)	59.4 (50.9-67.3)	59.7 (51.6-67.3)	70.3 (61.8-77.5)
An answering machine or voice mail reserved for standard mental health or social services staff	63.8 (58.3-68.9)	60.5 (51.9-68.6)	61.1 (53.4-68.3)	75.2 (67.5-81.6)
Locked storage space for files related to the standard mental health or social services provided to students	90.4 (86.5-93.3)	89.1 (82.0-93.7)	89.7 (82.5-94.1)	94.6 (89.4-97.3)
Students obtain standard mental health or social services				
Within the same office suite as the main office	24.8 (20.5-29.6)	22.0 (15.9-29.6)	35.0 (26.8-44.1)	18.5 (13.0-25.5)
Within view of the main office	19.5 (16.0-23.6)	18.9 (13.7-25.5)	18.0 (12.6-25.1)	23.1 (16.7-30.9)
Not within view of the main office	55.7 (50.3-60.9)	59.1 (50.7-67.0)	47.0 (38.6-55.6)	58.5 (49.9-66.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Standard services are those available to all students at the school.

Table 5.7. Percentage of schools that provide specific mental health or social services, by school level—SHPPS 2014

Service	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Case management for students with emotional or behavioral problems	81.9 (77.1-85.9)	82.2 (74.5-87.9)	79.8 (71.5-86.1)	83.9 (77.2-88.9)
Comprehensive assessment or intake evaluation	66.5 (60.8-71.8)	69.0 (61.0-76.0)	62.9 (54.2-70.7)	65.0 (55.8-73.2)
Family counseling	41.8 (36.8-47.0)	38.2 (30.7-46.3)	43.7 (36.7-50.9)	48.5 (40.0-57.1)
Group counseling	75.8 (70.6-80.4)	79.1 (71.1-85.3)	71.4 (63.1-78.5)	73.7 (65.4-80.6)
Individual counseling	91.4 (87.1-94.3)	90.9 (83.7-95.1)	89.5 (82.4-94.0)	95.1 (89.5-97.7)
Peer counseling or mediation	69.6 (64.8-73.9)	67.8 (60.2-74.6)	66.8 (58.0-74.4)	77.8 (70.4-83.8)
Self-help or support groups	52.4 (47.4-57.4)	49.5 (41.6-57.4)	54.2 (46.7-61.5)	57.3 (48.9-65.3)
Student assistance program	58.2 (52.4-63.8)	56.9 (48.0-65.5)	54.4 (46.1-62.5)	66.4 (57.2-74.4)
Student support team	86.2 (81.9-89.6)	86.2 (78.8-91.3)	84.6 (77.7-89.6)	88.4 (82.5-92.5)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 5.8. Type of staff providing each specific mental health or social service¹—SHPPS 2014

Service	School counselor (%)	School psychologist (%)	School social worker (%)	Other (%)
Case management for students with emotional or behavioral problems	68.1 (61.6-73.9)	31.9 (26.4-38.0)	39.7 (33.2-46.6)	20.0 (15.5-25.3)
Comprehensive assessment or intake evaluation	47.7 (41.3-54.2)	53.2 (46.0-60.1)	36.0 (28.9-43.8)	11.7 (8.5-16.0)
Family counseling	71.8 (64.1-78.4)	23.3 (17.4-30.6)	35.4 (28.0-43.6)	14.7 (10.3-20.4)
Group counseling	74.6 (68.2-80.0)	25.9 (20.7-31.8)	36.3 (29.7-43.5)	8.4 (6.1-11.6)
Individual counseling	76.7 (70.8-81.7)	29.5 (24.2-35.4)	37.8 (31.7-44.4)	10.8 (7.9-14.7)
Peer counseling or mediation	78.5 (72.1-83.7)	20.3 (15.9-25.6)	33.1 (26.4-40.6)	10.8 (7.6-15.0)
Self-help or support groups	76.0 (68.2-82.3)	25.1 (19.5-31.7)	35.8 (28.4-44.1)	7.3 (5.0-10.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among schools that provided that service.

Table 5.9. Percentage of schools with specific mental health and social services practices, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Student support team includes staff from collaborating community agencies	33.6 (28.3-39.4)	31.3 (23.8-40.0)	33.4 (26.5-41.0)	39.6 (31.6-48.2)
Mental health and social services staff participate in the development of student plans, when indicated ¹				
Individualized Education Programs	90.6 (87.0-93.3)	87.8 (81.7-92.0)	95.1 (90.4-97.6)	91.9 (85.7-95.6)
Individualized Health Plans	59.3 (53.1-65.3)	59.0 (49.9-67.5)	62.9 (53.7-71.2)	55.8 (46.2-65.0)
504 plans	91.5 (88.0-94.1)	90.4 (84.7-94.1)	95.4 (90.0-98.0)	89.5 (82.8-93.8)
Mental health or social services records are reviewed to identify students with chronic mental health or social services problems or ways to prevent further occurrence of these problems	68.9 (63.6-73.8)	71.1 (63.3-77.9)	68.3 (60.4-75.2)	64.3 (54.8-72.8)
Mental health and social services funded through				
School district budget	83.3 (77.4-87.8)	83.7 (74.3-90.2)	81.5 (72.7-88.0)	84.4 (76.5-89.9)
Medicaid	25.9 (21.3-31.1)	26.1 (19.5-34.0)	25.2 (18.7-32.9)	26.2 (19.5-34.2)
State Children's Health Insurance Program	2.8 (1.6-4.7)	0.7 (0.1-5.0)	4.9 (2.1-10.7)	4.9 (2.6-9.0)
Private insurance	7.0 (4.5-10.7)	5.9 (2.9-11.8)	8.2 (4.4-14.8)	8.1 (4.7-13.6)
Public grants	11.5 (8.2-15.9)	11.4 (6.7-18.8)	12.9 (8.4-19.3)	10.0 (6.3-15.4)
Private grants	5.1 (2.8-9.0)	6.2 (2.5-14.5)	3.8 (1.7-8.2)	4.2 (1.9-9.0)
Other	14.8 (10.8-19.9)	13.4 (7.7-22.4)	16.7 (11.1-24.5)	15.5 (9.9-23.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among nonpublic schools.

Table 5.10. Percentage of schools with arrangements with specific providers not on school property to offer mental health or social services to students or families, by school level—SHPPS 2014

	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Community health clinic or health center	11.9 (8.9-15.8)	8.7 (5.3-13.9)	15.9 (10.3-23.7)	14.9 (10.4-20.8)
Local health department	10.0 (7.3-13.4)	8.9 (5.5-14.1)	10.9 (6.5-17.9)	11.2 (7.1-17.2)
Local hospital	7.5 (5.2-10.7)	6.6 (3.6-11.6)	8.5 (4.6-15.3)	8.4 (4.8-14.2)
Local mental health or social services agency	33.2 (27.5-39.4)	34.8 (27.2-43.2)	28.3 (21.1-36.8)	35.7 (28.2-43.9)
Managed care organization	3.3 (1.8-5.8)	2.1 (0.8-5.5)	5.5 (2.5-11.8)	3.1 (1.3-6.9)
Private counselor	7.9 (5.5-11.2)	8.0 (4.9-12.8)	6.4 (3.4-11.7)	9.6 (5.9-15.5)
Private psychiatrist	3.5 (2.1-5.6)	4.5 (2.3-8.5)	2.9 (1.2-6.8)	1.7 (0.6-4.8)
Private psychologist	6.3 (4.3-9.2)	5.7 (3.2-10.2)	8.3 (4.5-14.6)	5.2 (2.9-9.3)
Private social worker	3.0 (1.7-5.2)	2.9 (1.3-6.5)	2.3 (0.8-6.4)	4.0 (1.8-8.3)
School-linked health center	6.1 (3.8-9.6)	6.0 (3.1-11.3)	6.2 (2.8-13.1)	6.2 (3.5-11.0)
University, medical school, or nursing school	2.4 (1.3-4.4)	1.8 (0.6-5.1)	3.9 (1.6-9.5)	2.0 (0.8-4.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 5.11. Percentage of schools that provide specific mental health and social services and methods of service delivery through providers not on school property, by school level—SHPPS 2014

	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Service				
Alcohol or other drug use treatment ¹	24.7 (19.7-30.4)	NA	24.9 (18.2-33.0)	24.4 (18.4-31.5)
Assistance for accessing benefits for students with disabilities	24.5 (19.8-29.9)	21.9 (16.1-29.2)	27.9 (20.8-36.3)	26.6 (20.4-33.9)
Assistance with enrolling in Medicaid or State Children's Health Insurance Program (SCHIP)	18.1 (14.2-22.8)	17.3 (12.2-24.0)	17.7 (12.2-25.1)	20.5 (14.7-27.8)
Assistance with enrolling in WIC or accessing food stamps or food banks	19.9 (15.8-24.7)	19.5 (13.9-26.7)	19.2 (13.5-26.7)	21.5 (15.6-29.0)
Assistance with securing temporary or permanent housing	19.8 (15.6-24.8)	19.0 (13.5-26.2)	21.0 (15.2-28.4)	20.0 (14.4-27.0)
Counseling after a natural disaster or other emergency or crisis situation	28.8 (23.6-34.7)	28.6 (21.9-36.3)	30.7 (23.2-39.4)	27.1 (20.5-34.9)
Counseling for emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	33.3 (27.8-39.3)	31.8 (24.7-39.7)	36.5 (28.4-45.4)	33.0 (26.2-40.6)
Crisis intervention for personal problems	34.0 (28.6-39.9)	32.6 (25.6-40.4)	37.4 (29.5-46.1)	33.3 (26.2-41.2)
HIV counseling, testing, and referral ¹	13.4 (9.8-18.0)	NA	12.0 (7.3-19.1)	15.2 (10.5-21.5)
Identification of emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	30.2 (25.0-35.9)	27.8 (21.3-35.5)	33.8 (26.1-42.6)	31.1 (24.2-39.0)
Identification of or referral for eating disorders ¹	22.3 (17.7-27.7)	NA	23.8 (17.4-31.7)	20.2 (14.5-27.4)
Identification of or referral for physical, sexual, or emotional abuse	33.8 (28.3-39.8)	33.8 (26.4-42.1)	36.8 (28.7-45.7)	29.8 (22.9-37.6)
Identification of or referral for students with family problems (e.g., parental divorce, substance abuse, or violence)	32.4 (27.0-38.4)	31.8 (24.6-39.9)	35.8 (27.9-44.4)	29.6 (23.1-37.1)
Job readiness skills programs ¹	25.3 (20.5-30.7)	NA	22.6 (16.3-30.5)	28.8 (22.3-36.4)
Referrals for after-school programs for students (e.g., supervised recreation)	23.9 (19.2-29.2)	22.9 (16.8-30.4)	28.7 (21.7-36.8)	20.0 (14.3-27.2)
Referrals for child care for teen mothers ¹	15.2 (11.5-19.9)	NA	11.5 (7.1-18.2)	20.1 (14.3-27.5)
Services specifically for gay, lesbian, or bisexual students ¹	16.1 (12.0-21.2)	NA	17.7 (12.0-25.4)	13.9 (9.4-20.2)
Stress management	24.8 (20.3-29.9)	23.9 (17.7-31.3)	26.8 (19.8-35.3)	24.4 (18.4-31.7)
Tobacco use cessation ¹	21.0 (16.2-26.7)	NA	20.2 (14.1-28.1)	22.1 (16.1-29.5)
Weight management	7.8 (5.5-11.0)	5.0 (2.6-9.5)	9.8 (5.3-17.5)	12.0 (7.6-18.3)
Method of service delivery				
Case management for students with emotional or behavioral problems	33.6 (27.9-39.7)	31.9 (24.7-40.0)	36.9 (29.1-45.6)	33.3 (26.2-41.3)
Comprehensive assessment or intake evaluation	32.8 (27.3-38.8)	31.1 (24.0-39.2)	37.2 (29.1-46.1)	31.1 (24.2-38.9)
Family counseling	31.2 (25.8-37.1)	27.8 (20.8-36.0)	37.6 (29.7-46.1)	31.3 (24.3-39.2)
Group counseling	28.5 (23.3-34.2)	26.1 (19.3-34.3)	33.1 (25.5-41.6)	28.4 (21.9-35.8)
Individual counseling	35.6 (29.9-41.8)	33.1 (25.7-41.4)	39.8 (31.6-48.5)	36.3 (28.7-44.7)
Peer counseling or mediation	19.0 (15.0-23.8)	16.2 (10.8-23.7)	22.9 (16.3-31.2)	21.0 (15.4-28.1)
Self-help or support groups	24.8 (20.0-30.2)	22.0 (15.7-29.9)	29.1 (21.6-38.0)	26.0 (19.7-33.5)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Not asked among elementary schools.

Table 5.12. Percentage of school mental health and social services coordinators¹ with specific characteristics, by school level—SHPPS 2014

Characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Works for				
School district	66.3 (57.9-73.8)	71.5 (58.8-81.6)	59.8 (48.6-70.1)	59.3 (44.6-72.4)
School	59.7 (52.2-66.7)	55.5 (45.2-65.4)	58.8 (46.0-70.5)	73.4 (62.1-82.3)
A local mental health or social services agency	8.1 (4.2-15.2)	9.0 (3.8-19.8)	4.7 (1.5-14.1)	10.1 (3.3-27.3)
Other	4.7 (1.9-10.9)	3.5 (0.7-16.3)	9.8 (4.1-21.5)	1.4 (0.3-5.7)
Has an undergraduate degree				
	99.6 (97.0-99.9)	100	98.3 (88.9-99.8)	100
Majored in²				
Counseling	5.7 (2.8-11.3)	6.9 (2.6-17.1)	4.4 (1.4-13.2)	3.7 (1.3-10.1)
Psychology	28.3 (22.2-35.2)	25.4 (17.5-35.3)	29.9 (19.9-42.3)	34.7 (23.1-48.5)
Social work	13.4 (8.8-20.0)	15.2 (8.8-25.1)	14.2 (7.4-25.7)	7.1 (3.1-15.3)
Education	28.7 (22.5-35.8)	28.8 (20.4-39.0)	32.9 (22.7-45.0)	23.0 (13.9-35.6)
Other	36.0 (28.9-43.8)	35.9 (25.5-47.7)	34.7 (25.4-45.2)	38.2 (26.0-52.2)
Has an undergraduate minor				
	44.3 (36.2-52.6)	42.8 (31.9-54.4)	43.7 (31.7-56.4)	49.5 (37.0-62.0)
Minored in³				
Counseling	1.5 (0.3-8.0)	2.4 (0.3-15.5)	0	1.1 (0.1-7.7)
Psychology	16.5 (10.2-25.5)	16.3 (7.7-31.3)	18.7 (8.4-36.4)	14.5 (5.6-32.6)
Social work	5.0 (2.3-10.5)	6.7 (2.3-17.5)	2.1 (0.3-14.0)	4.2 (1.0-15.7)
Education	14.8 (9.1-23.1)	8.3 (3.0-20.8)	23.3 (11.7-41.0)	21.5 (10.5-38.9)
Other	66.0 (55.2-75.4)	70.8 (53.1-83.9)	59.7 (43.5-74.1)	61.0 (43.9-75.7)
Has a graduate degree				
	95.4 (90.9-97.8)	94.7 (86.5-98.1)	95.9 (88.9-98.6)	97.0 (88.6-99.2)
Did graduate work in⁴				
Counseling	58.7 (49.7-67.1)	58.6 (45.4-70.6)	58.6 (46.3-69.9)	59.2 (45.5-71.6)
Psychology	11.9 (7.4-18.5)	11.9 (6.4-21.3)	13.0 (7.1-22.6)	10.1 (4.8-20.1)
Social work	20.9 (14.8-28.8)	22.4 (14.1-33.8)	19.4 (11.5-30.8)	18.5 (9.4-33.1)
Education	14.3 (10.2-19.7)	9.9 (5.5-17.2)	15.7 (8.4-27.4)	25.5 (16.2-37.7)
Other	13.6 (9.3-19.3)	15.3 (8.8-25.2)	12.5 (6.2-23.6)	9.8 (4.3-20.7)
Licensed, certified, or credentialed by a state agency or board to provide mental health or social services				
	80.2 (73.3-85.6)	78.8 (66.9-87.2)	79.4 (70.0-86.3)	85.4 (74.3-92.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 51.3% of schools overall, 55.7% of elementary schools, 46.9% of middle schools, and 45.8% of high schools that had a school mental health or social services coordinator who served as the respondent to the school mental health and social services questionnaire.

² Among coordinators with an undergraduate degree.

³ Among coordinators with an undergraduate minor.

⁴ Among coordinators with a graduate degree.

Table 5.13. Percentage of school mental health and social services coordinators who received professional development¹ and who wanted professional development on mental health and social services, prevention services, and methods of service delivery, by school level—SHPPS 2014

	Received professional development					Wanted professional development				
	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)		
Mental health and social service										
Accessing benefits for students with disabilities	47.9 (40.3-55.7)	46.3 (35.2-57.9)	49.8 (38.0-61.6)	50.3 (37.2-63.3)	13.5 (9.5-18.8)	15.3 (9.6-23.6)	12.1 (6.6-21.2)	9.8 (4.9-18.6)		
After-school programs for students (e.g., supervised recreation)	25.6 (20.0-32.1)	26.1 (17.8-36.6)	19.0 (11.9-28.9)	32.8 (22.2-45.5)	9.8 (6.4-14.9)	8.7 (4.1-17.3)	13.2 (6.8-24.0)	9.0 (4.6-16.8)		
Alcohol or other drug use treatment	60.8 (53.0-68.1)	57.9 (46.5-68.4)	59.2 (47.0-70.4)	72.1 (59.5-81.9)	21.7 (16.4-28.0)	14.2 (8.5-22.8)	30.4 (20.4-42.8)	32.4 (21.4-45.7)		
Child care options for teen mothers	14.4 (10.3-19.6)	8.7 (4.2-17.2)	10.4 (5.4-18.9)	37.2 (26.0-49.9)	5.5 (3.0-9.7)	5.8 (2.4-13.4)	5.1 (1.8-13.6)	5.1 (1.9-13.2)		
Counseling after a natural disaster or other emergency or crisis situation	75.6 (68.9-81.2)	81.6 (71.7-88.6)	64.2 (52.0-74.8)	72.7 (60.4-82.2)	28.9 (22.6-36.0)	25.8 (17.6-36.0)	33.0 (22.3-45.7)	32.7 (22.2-45.4)		
Counseling for emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	86.4 (81.2-90.4)	87.8 (78.4-93.5)	83.5 (75.1-89.4)	86.2 (76.5-92.3)	37.7 (31.0-44.8)	35.4 (26.1-46.0)	47.0 (34.4-60.0)	32.0 (21.1-45.3)		
Crisis intervention for personal problems	85.3 (79.2-89.9)	84.4 (75.0-90.7)	83.0 (72.9-89.9)	91.1 (81.0-96.0)	31.3 (25.4-38.0)	32.3 (23.8-42.2)	27.3 (18.4-38.4)	33.8 (22.9-46.8)		
Emergency preparedness	78.9 (72.6-84.2)	81.3 (71.9-88.1)	74.2 (64.0-82.3)	78.0 (66.5-86.4)	19.9 (14.6-26.5)	18.4 (11.4-28.3)	16.2 (9.1-27.1)	29.4 (18.8-42.8)		
Enrolling in Medicaid or State Children's Health Insurance Program (SCHIP)	21.9 (16.4-28.5)	23.2 (15.2-33.8)	18.8 (10.8-30.7)	21.9 (14.0-32.5)	6.4 (3.8-10.6)	5.2 (2.4-10.9)	7.7 (3.4-16.8)	8.1 (2.4-24.3)		
Enrolling in WIC or accessing food stamps or food banks	15.3 (10.7-21.5)	13.6 (7.5-23.5)	17.3 (10.0-28.3)	18.0 (10.6-28.8)	9.3 (5.7-14.9)	9.0 (4.6-16.8)	7.9 (3.4-17.1)	12.2 (5.2-25.9)		
HIV counseling, testing, and referral	14.2 (9.8-20.3)	10.8 (5.2-21.2)	13.2 (7.3-22.7)	26.0 (15.6-40.1)	18.9 (13.8-25.5)	17.1 (11.0-25.7)	15.6 (9.0-25.8)	28.7 (17.5-43.3)		
Identification of emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	89.8 (85.4-93.1)	90.9 (83.9-95.1)	87.0 (79.1-92.2)	90.4 (81.8-95.1)	28.8 (22.4-36.1)	27.4 (18.8-38.1)	32.7 (22.0-45.6)	27.9 (17.3-41.7)		
Identification of or referral for eating disorders	31.1 (24.8-38.2)	27.2 (18.6-37.8)	32.0 (21.9-44.2)	41.8 (29.4-55.3)	31.1 (24.5-38.5)	27.2 (18.3-38.4)	36.3 (25.4-48.9)	35.9 (24.9-48.6)		
Identification of or referral for physical, sexual, or emotional abuse	84.2 (78.9-88.4)	86.2 (78.6-91.4)	83.0 (73.3-89.7)	79.9 (68.0-88.2)	24.1 (18.8-30.3)	21.1 (14.2-30.2)	27.1 (17.7-39.1)	29.2 (18.8-42.3)		
Identification of or referral for students with family problems (e.g., parental divorce, substance abuse, or violence)	76.4 (70.3-81.6)	78.4 (69.4-85.3)	73.0 (60.7-82.6)	75.0 (63.3-84.0)	32.1 (26.0-38.9)	27.5 (19.6-37.2)	41.8 (31.0-53.5)	32.9 (22.2-45.9)		
Job readiness skills programs	31.8 (26.4-37.8)	20.5 (14.1-28.8)	36.7 (26.6-48.0)	60.0 (45.6-72.8)	12.5 (8.7-17.7)	8.3 (3.9-16.8)	16.5 (9.8-26.5)	19.8 (10.6-34.0)		
Securing temporary or permanent housing	23.4 (18.2-29.6)	22.4 (15.3-31.5)	21.2 (13.2-32.2)	29.7 (19.4-42.4)	6.4 (3.8-10.4)	6.5 (3.0-13.3)	5.3 (1.9-13.6)	7.5 (2.9-17.9)		
Services specifically for gay, lesbian, or bisexual students	39.4 (32.3-47.0)	35.9 (26.2-47.0)	37.5 (26.6-50.0)	52.6 (39.6-65.3)	13.2 (9.1-18.7)	13.2 (7.5-22.2)	13.0 (6.5-24.3)	13.3 (7.4-22.7)		
Stress management	66.9 (60.3-72.8)	67.1 (57.2-75.6)	61.4 (48.6-72.8)	73.6 (61.9-82.7)	26.5 (20.8-33.1)	20.2 (13.1-29.8)	33.7 (23.7-45.3)	36.1 (24.8-49.1)		
Tobacco use cessation	30.1 (24.0-37.1)	31.2 (22.2-41.9)	26.4 (18.2-36.6)	31.9 (21.8-44.1)	14.2 (10.1-19.7)	8.5 (4.6-15.2)	16.0 (8.7-27.7)	29.0 (17.8-43.4)		
Weight management	16.0 (11.4-21.9)	13.3 (7.5-22.5)	18.5 (11.6-28.3)	20.6 (11.0-35.2)	19.5 (14.4-25.9)	16.1 (9.9-24.9)	18.9 (11.4-29.7)	30.7 (19.9-44.0)		
Prevention service										
Alcohol or other drug use prevention	52.4 (45.4-59.2)	45.4 (36.1-55.1)	55.4 (43.0-67.1)	69.5 (56.8-79.8)	22.4 (17.4-28.5)	16.6 (10.3-25.4)	30.5 (20.3-43.1)	29.7 (19.3-42.8)		
HIV prevention	22.2 (16.6-29.1)	20.9 (13.2-31.6)	22.0 (13.1-34.5)	26.4 (16.2-40.1)	13.8 (9.8-19.1)	7.8 (4.1-14.2)	15.7 (8.9-26.2)	29.9 (18.6-44.2)		
Injury prevention and safety counseling	47.8 (40.9-54.9)	51.5 (40.5-62.4)	37.8 (27.9-48.9)	50.0 (36.7-63.3)	31.2 (24.7-38.4)	29.5 (20.6-40.4)	33.2 (22.0-46.7)	33.5 (21.6-48.0)		
Nutrition and dietary behavior counseling	18.2 (13.3-24.4)	15.9 (9.5-25.3)	20.1 (12.3-31.1)	22.8 (13.3-36.3)	34.0 (27.2-41.4)	30.0 (21.5-40.2)	37.7 (26.9-50.0)	41.0 (29.3-53.8)		

Table 5.13. continued

	Received professional development				Wanted professional development			
	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Physical activity and fitness counseling	24.8 (19.0-31.8)	27.2 (18.5-38.0)	20.5 (13.0-30.9)	23.4 (13.6-37.2)	30.0 (23.1-37.9)	29.2 (19.5-41.2)	31.7 (21.9-43.5)	30.4 (19.3-44.2)
Pregnancy prevention	19.7 (14.4-26.3)	13.0 (6.6-23.9)	26.3 (17.3-37.9)	31.4 (20.5-45.0)	16.6 (11.9-22.8)	9.0 (4.8-16.3)	24.7 (14.6-38.5)	29.2 (18.0-43.7)
STD prevention	21.7 (15.9-28.8)	17.1 (10.1-27.3)	27.3 (17.2-40.4)	28.2 (17.4-42.4)	16.4 (11.8-22.4)	10.5 (6.0-17.7)	17.0 (8.9-30.0)	33.8 (22.1-47.9)
Suicide prevention	75.9 (69.2-81.5)	75.1 (65.6-82.7)	71.4 (60.5-80.3)	84.1 (72.0-91.6)	31.6 (25.5-38.3)	26.7 (18.9-36.2)	32.5 (22.7-44.1)	45.4 (33.3-58.0)
Tobacco use prevention	30.1 (23.8-37.3)	30.5 (21.3-41.6)	26.1 (17.8-36.5)	34.1 (23.1-47.2)	18.3 (13.5-24.3)	14.4 (8.9-22.4)	21.8 (13.2-33.7)	25.4 (14.5-40.8)
Violence prevention	89.9 (84.5-93.6)	90.0 (81.6-94.8)	87.1 (77.7-92.9)	93.4 (83.9-97.4)	37.5 (31.3-44.1)	32.5 (24.0-42.4)	48.1 (38.0-58.3)	38.6 (27.4-51.1)
Method of service delivery								
Case management for students with emotional or behavioral problems	68.5 (61.4-74.8)	68.5 (57.6-77.7)	69.4 (57.0-79.5)	67.3 (54.9-77.6)	33.2 (27.0-40.1)	32.1 (23.6-41.9)	31.4 (21.8-42.8)	39.2 (26.9-53.0)
Comprehensive assessment or intake evaluation	43.0 (36.2-50.0)	46.4 (36.3-56.9)	36.4 (26.0-48.2)	41.3 (28.5-55.3)	26.7 (20.9-33.4)	24.9 (17.1-34.8)	25.9 (17.0-37.3)	33.2 (21.9-46.7)
Family counseling	40.3 (33.5-47.5)	34.7 (25.1-45.6)	49.3 (37.5-61.1)	45.4 (32.6-58.9)	32.8 (26.3-40.0)	31.1 (22.7-41.0)	34.5 (23.2-47.9)	35.6 (23.8-49.4)
Group counseling	61.7 (55.2-67.8)	67.2 (56.7-76.2)	52.6 (40.6-64.3)	57.1 (44.4-68.9)	31.8 (25.7-38.6)	29.5 (21.2-39.5)	33.9 (23.8-45.8)	35.7 (23.7-49.8)
Individual counseling	71.0 (64.5-76.8)	70.8 (60.1-79.6)	67.2 (54.8-77.6)	76.6 (64.6-85.5)	30.0 (23.9-36.8)	27.4 (19.4-37.1)	34.0 (23.6-46.2)	32.6 (20.9-47.0)
Peer counseling or mediation	48.9 (42.2-55.7)	47.9 (37.9-58.1)	48.6 (36.8-60.6)	52.6 (39.9-64.9)	36.2 (29.4-43.6)	33.6 (24.5-44.2)	34.1 (24.1-45.8)	46.5 (34.1-59.3)
Self-help or support groups	37.3 (30.5-44.6)	38.8 (28.3-50.3)	31.6 (22.5-42.4)	40.2 (27.5-54.4)	27.4 (21.8-33.8)	23.9 (16.8-32.9)	27.9 (18.3-40.0)	37.1 (25.0-51.1)
Student assistance programs	42.9 (35.9-50.1)	39.1 (29.7-49.3)	39.0 (28.3-50.9)	59.5 (46.0-71.7)	33.2 (26.4-40.7)	31.1 (21.6-42.6)	36.3 (24.8-49.6)	35.3 (24.1-48.4)
Student support teams	53.8 (45.9-61.6)	54.3 (42.8-65.3)	47.9 (36.6-59.5)	60.4 (47.4-72.1)	31.6 (25.0-39.2)	24.5 (17.1-33.8)	41.5 (30.1-53.8)	40.3 (28.5-53.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 2 years before the study.

Healthy and Safe School Environment (includes Social and Emotional Climate)

Table 6.1. Percentage of schools with specific practices related to the school environment, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Starts before 8:30 am	82.3 (78.0-85.9)	77.8 (70.4-83.8)	82.8 (75.6-88.2)	92.7 (88.0-95.6)
Maintains a closed campus ¹	90.0 (86.9-92.3)	95.8 (91.8-97.9)	92.3 (86.1-95.9)	72.1 (64.3-78.8)
Assigns staff or adult volunteers to monitor				
School halls during classes	44.6 (39.7-49.7)	34.7 (27.6-42.5)	50.8 (42.5-59.0)	61.7 (53.7-69.1)
School halls between classes	77.5 (72.9-81.5)	68.0 (60.1-75.0)	87.5 (80.3-92.3)	88.2 (81.1-92.8)
Restrooms	48.5 (42.6-54.5)	48.9 (40.9-57.0)	50.4 (42.0-58.7)	45.1 (36.6-53.9)
School grounds	64.2 (58.4-69.7)	64.9 (57.1-72.0)	67.6 (59.6-74.6)	58.1 (49.5-66.3)
Routinely conducts locker searches ²	33.3 (27.3-39.8)	NA	26.4 (19.6-34.4)	41.2 (32.2-50.9)
Requires students to wear school uniforms	32.7 (27.2-38.8)	32.4 (25.4-40.4)	40.5 (32.8-48.7)	23.2 (16.3-32.1)
Has dress code (but not uniforms)	59.0 (53.2-64.6)	56.4 (48.6-63.9)	54.0 (45.7-62.2)	72.3 (63.3-79.8)
Requires students to wear identification badges	6.8 (4.6-9.7)	4.0 (1.6-9.4)	7.1 (4.2-11.9)	13.2 (9.0-19.0)
Requires faculty and staff to wear identification badges	61.3 (55.4-66.8)	67.6 (59.4-74.8)	59.1 (50.7-67.0)	48.1 (40.0-56.3)
Requires visitors to wear identification badges	92.4 (88.8-94.9)	94.2 (89.3-96.9)	92.8 (86.9-96.1)	87.4 (80.6-92.1)
Uses security or surveillance cameras (inside or outside school building)	78.8 (73.7-83.1)	74.3 (66.1-81.1)	81.5 (74.2-87.1)	86.5 (79.5-91.3)
Uses metal detectors, including wands	6.8 (4.6-9.9)	3.5 (1.3-8.9)	9.5 (5.9-15.0)	11.7 (7.6-17.5)
Uses communication devices (e.g., cell phones, 2-way radios, walkie-talkies, or intercoms) for security purposes	94.0 (91.0-96.1)	92.9 (87.6-96.0)	93.3 (88.0-96.4)	98.0 (93.1-99.4)
Requires students to refrain from using personal communication devices (e.g., cell phones) during the school day	86.3 (83.2-88.8)	92.9 (88.1-95.8)	88.4 (82.8-92.4)	66.6 (58.4-73.9)
Uses police or school resources officers during the regular school day	38.3 (33.2-43.7)	30.5 (24.2-37.7)	42.2 (34.4-50.4)	52.8 (44.7-60.7)
Uses security guards during the school day	17.8 (14.0-22.5)	12.3 (7.9-18.5)	16.3 (10.6-24.2)	34.0 (26.2-42.9)
Uses armed security staff ³	24.8 (20.6-29.6)	17.7 (12.8-24.1)	31.1 (24.1-39.0)	34.5 (27.3-42.5)
Provides student handbook or code of conduct ⁴	97.1 (95.3-98.2)	96.7 (93.5-98.3)	97.0 (92.6-98.8)	98.3 (94.7-99.5)
Requires students to acknowledge receipt of student handbook or code of conduct ⁵	87.1 (82.8-90.4)	82.5 (75.3-88.0)	91.4 (86.5-94.6)	92.8 (88.1-95.7)
Has student handbook that informs students about rules related to ⁶				
Alcohol use	89.3 (85.2-92.3)	80.8 (73.2-86.6)	97.2 (93.6-98.8)	100
Bullying	98.9 (96.3-99.7)	98.2 (93.1-99.6)	100	99.0 (93.0-99.9)
Cigarette smoking	87.8 (83.4-91.1)	80.1 (72.6-85.9)	94.3 (89.1-97.1)	98.3 (94.5-99.5)
Electronic aggression or cyber-bullying	90.2 (86.6-92.9)	86.0 (79.4-90.7)	93.2 (87.9-96.2)	96.9 (92.2-98.8)
Gang activity	62.9 (57.0-68.5)	53.7 (45.4-61.7)	71.3 (62.8-78.5)	74.9 (66.6-81.7)
Illegal drug possession or use	91.4 (87.6-94.1)	84.6 (77.5-89.7)	97.8 (94.3-99.2)	100
Physical fighting	99.2 (97.4-99.8)	98.9 (94.8-99.8)	100	98.9 (95.4-99.7)
Playground safety ⁶	84.6 (77.5-89.7)	84.6 (77.5-89.7)	NA	NA
Smokeless tobacco use	76.2 (71.0-80.8)	70.8 (62.8-77.6)	75.9 (67.9-82.4)	90.3 (82.9-94.7)
Use of personal communication devices (e.g., cell phones)	97.2 (94.8-98.5)	95.3 (90.8-97.7)	98.9 (95.7-99.7)	99.5 (96.6-99.9)
Weapon possession or use	96.5 (93.8-98.1)	94.3 (89.5-97.0)	98.9 (95.4-99.7)	98.9 (95.4-99.7)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Students are not allowed to leave school during the school day, including during lunchtime.

² Not asked among elementary schools.

³ Among schools that use security staff.

⁴ Or other document that outlines school policies, rules, regulations, and standards for behavior that students are expected to follow.

⁵ Among schools with such a document.

⁶ Not asked among middle and high schools.

Table 6.2. Percentage of schools that used specific criteria to help determine the response to incidents of student policy violations, by type of incident—SHPPS 2014

Criteria	Fighting ¹ (%)	Bullying ² (%)	Electronic aggression or cyber-bullying ³ (%)
Effect or severity of the violation	85.7 (79.0-90.5)	87.2 (81.9-91.1)	88.9 (81.6-93.5)
Grade level of student	54.0 (46.2-61.6)	64.3 (57.5-70.6)	44.3 (35.9-53.0)
Repeat offender status	77.2 (69.7-83.2)	85.6 (80.5-89.6)	82.6 (74.1-88.8)
Type of bullying (e.g., physical or verbal)	NA	83.6 (78.1-88.0)	NA
Victim versus perpetrator status	65.1 (56.8-72.6)	NA	NA
Zero tolerance	46.7 (38.6-55.0)	48.3 (41.9-54.8)	43.3 (34.9-52.1)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Criteria for policy violations of weapon possession or use, cigarette smoking, smokeless tobacco use, alcohol use, and illegal drug possession or use are not reported because <10% of schools had 4 or more incidents of student policy violations during the 2012-13 school year.

NA=Not applicable.

¹ Among the 35.0% of schools that had 4 or more incidents of student fighting during the 2012-13 school year.

² Among the 48.6% of schools that had 4 or more incidents of student bullying during the 2012-13 school year.

³ Among the 17.4% of schools that had 4 or more incidents of student electronic aggression or cyber-bullying during the 2012-13 school year.

Table 6.3. Percentage of schools that almost always or always took specific actions for incidents of student policy violations, by type of incident—SHPPS 2014

Action	Fighting ¹ (%)	Bullying ² (%)	Electronic aggression or cyber-bullying ³ (%)
Encouraged, but not required, to participate in an assistance or education program	11.4 (7.5-16.9)	18.7 (13.9-24.7)	12.4 (7.3-20.2)
Expelled from school	0.9 (0.3-2.7)	0.2 (0.0-1.3)	0.5 (0.1-3.6)
Given in-school suspension	22.8 (17.3-29.4)	11.7 (7.9-16.9)	8.5 (4.9-14.4)
Not allowed to participate in extracurricular activities or interscholastic sports	35.2 (28.3-42.8)	16.4 (12.2-21.7)	14.1 (8.8-21.9)
Placed in detention	19.3 (13.7-26.4)	22.5 (17.2-28.9)	17.6 (11.7-25.5)
Reassigned to an alternative school	0.7 (0.1-3.3)	0	0
Referred to a school administrator	92.8 (86.2-96.3)	83.1 (77.3-87.7)	89.2 (82.5-93.5)
Referred to a school counselor	43.1 (35.3-51.3)	60.2 (53.6-66.4)	50.1 (40.9-59.3)
Referred to legal authorities	6.5 (4.3-9.7)	2.4 (1.2-4.4)	10.9 (6.8-17.2)
Referred to peer mediation ⁴	10.0 (6.0-16.4)	NA	NA
Required to participate in an assistance or education program	8.1 (4.7-13.5)	16.3 (11.9-22.0)	13.3 (7.7-22.0)
Suspended from school	37.8 (31.1-45.0)	7.0 (4.4-11.0)	9.9 (5.9-15.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Actions for policy violations of weapon possession or use, cigarette smoking, smokeless tobacco use, alcohol use, and illegal drug possession or use are not reported because <10% of schools had 4 or more incidents of student policy violations during the 2012-13 school year.

NA=Not applicable.

¹ Among the 35.0% of schools that had 4 or more incidents of student fighting during the 2012-13 school year.

² Among the 48.6% of schools that had 4 or more incidents of student bullying during the 2012-13 school year.

³ Among the 17.4% of schools that had 4 or more incidents of student electronic aggression or cyber-bullying during the 2012-13 school year.

⁴ Not applicable to bullying or electronic aggression.

Table 6.4. Percentage of schools with specific policies or practices related to violence prevention, by school level—SHPPS 2014

Policy or practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Has adopted a policy prohibiting gang activity (e.g., recruiting or wearing gang colors, symbols, or other gang attire)	57.1 (51.5-62.5)	47.5 (39.6-55.4)	63.7 (55.3-71.3)	72.7 (64.2-79.8)
Posts signs marking a weapons-free school zone	42.0 (35.3-48.9)	39.4 (31.4-48.2)	45.7 (37.5-54.2)	43.5 (35.2-52.2)
Has adopted a policy prohibiting bullying on school property	98.5 (97.0-99.3)	99.2 (96.7-99.8)	98.8 (94.9-99.7)	96.4 (90.5-98.7)
Has adopted a policy prohibiting bullying at off-campus, school-sponsored events	90.7 (87.4-93.2)	89.3 (83.6-93.2)	90.8 (85.6-94.3)	94.2 (89.0-97.0)
Has adopted a policy prohibiting electronic aggression or cyber-bullying on school property	91.2 (87.8-93.8)	90.0 (84.3-93.8)	89.3 (83.4-93.3)	96.8 (91.1-98.9)
Has adopted a policy prohibiting electronic aggression or cyber-bullying at off-campus, school-sponsored events	84.8 (80.3-88.4)	81.4 (74.2-87.0)	85.8 (79.5-90.4)	91.7 (85.7-95.3)
Has adopted a policy prohibiting any electronic aggression or cyber-bullying that interferes with the educational environment ¹	84.0 (80.1-87.2)	84.3 (77.9-89.0)	80.3 (73.3-85.8)	88.1 (82.1-92.3)
Has or participates in a program to prevent				
Bullying	79.7 (75.5-83.4)	81.5 (74.9-86.7)	86.5 (80.5-90.9)	66.2 (57.9-73.7)
Dating violence	13.3 (10.9-16.1)	3.6 (1.7-7.3)	21.4 (15.5-28.8)	27.4 (21.2-34.7)
Gang violence	19.2 (15.4-23.6)	15.0 (10.3-21.4)	24.1 (17.8-31.8)	23.4 (17.3-30.8)
Suicide	30.8 (26.3-35.7)	19.2 (13.4-26.6)	43.0 (35.2-51.1)	44.3 (36.4-52.5)
Has a plan for the actions to be taken when a student at risk for suicide is identified	91.5 (87.9-94.1)	88.1 (81.9-92.4)	92.0 (86.5-95.4)	99.6 (97.1-99.9)
Plan requires that ²				
The student's family be informed	97.9 (96.2-98.9)	98.8 (94.7-99.7)	97.8 (94.1-99.2)	96.0 (91.0-98.3)
The student be referred to a mental health provider	75.7 (70.7-80.1)	72.3 (64.1-79.2)	80.0 (73.0-85.6)	78.2 (70.6-84.2)
A visit with a mental health provider be documented before the student returns to school	53.1 (47.0-59.1)	45.6 (37.0-54.4)	60.4 (52.3-67.9)	60.3 (51.5-68.6)
Has a gay/straight alliance ³	15.1 (12.2-18.7)	5.3 (2.9-9.6)	17.1 (11.9-24.0)	37.7 (30.1-46.1)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Even if it does not occur on school property or at school-sponsored events.

² Among schools that had a plan for actions to be taken when a student at risk for suicide is identified.

³ Defined as 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.

Table 6.5. Percentage of schools that have adopted specific tobacco-use prevention policies, by school level—SHPPS 2014

Policy	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
For students				
Prohibits cigarette smoking	91.2 (87.3-94.0)	86.3 (79.7-91.0)	94.9 (89.1-97.7)	98.8 (95.3-99.7)
In school buildings	91.0 (87.2-93.8)	86.0 (79.4-90.7)	94.8 (89.0-97.7)	98.8 (95.3-99.7)
Outside on school grounds ¹	90.5 (86.5-93.4)	86.0 (79.4-90.7)	94.1 (88.3-97.2)	97.2 (93.2-98.8)
On school buses or other vehicles used to transport students	89.4 (85.4-92.4)	84.2 (77.4-89.2)	93.5 (87.6-96.7)	97.3 (93.4-98.9)
At off-campus, school-sponsored events	88.7 (84.7-91.8)	84.1 (77.4-89.1)	91.8 (85.6-95.5)	96.5 (91.4-98.6)
In all 4 locations	88.0 (84.0-91.1)	83.5 (76.7-88.6)	91.2 (85.0-95.0)	95.5 (90.4-98.0)
Prohibits smokeless tobacco use	79.5 (74.2-83.9)	75.0 (67.4-81.3)	78.7 (70.8-85.0)	92.0 (86.6-95.3)
In school buildings	78.9 (73.5-83.4)	74.3 (66.6-80.7)	78.5 (70.5-84.9)	91.1 (85.0-94.8)
Outside on school grounds ¹	78.6 (73.3-83.2)	73.8 (66.2-80.3)	78.5 (70.5-84.9)	91.1 (85.0-94.8)
On school buses or other vehicles used to transport students	78.0 (72.6-82.6)	72.8 (65.1-79.2)	78.4 (70.3-84.8)	91.0 (84.9-94.8)
At off-campus, school-sponsored events	77.6 (72.3-82.2)	73.0 (65.3-79.5)	77.4 (69.4-83.8)	89.9 (83.4-94.0)
In all 4 locations	77.2 (71.8-81.8)	72.2 (64.5-78.7)	77.3 (69.2-83.7)	89.8 (83.2-93.9)
Prohibits cigar or pipe smoking	82.2 (77.4-86.2)	78.1 (71.0-83.9)	83.8 (76.2-89.3)	90.6 (85.1-94.2)
For faculty and staff during any school-related activity				
Prohibits cigarette smoking	96.5 (94.1-97.9)	96.0 (91.8-98.1)	97.5 (92.0-99.3)	96.4 (90.4-98.7)
In school buildings	96.5 (94.1-98.0)	96.0 (91.8-98.1)	97.5 (92.0-99.3)	96.4 (90.4-98.7)
Outside on school grounds ¹	94.8 (92.1-96.6)	93.6 (89.0-96.4)	96.4 (91.2-98.6)	95.5 (89.5-98.2)
On school buses or other vehicles used to transport students	95.7 (93.2-97.3)	95.4 (91.0-97.7)	96.4 (91.2-98.6)	95.5 (89.4-98.2)
At off-campus, school-sponsored events	92.6 (89.3-94.9)	91.6 (86.4-94.9)	93.2 (87.7-96.3)	94.2 (87.8-97.3)
In all 4 locations	91.5 (88.1-94.0)	89.6 (84.1-93.3)	93.2 (87.7-96.3)	94.2 (87.8-97.3)
Prohibits smokeless tobacco use	86.7 (81.8-90.4)	87.7 (81.1-92.2)	84.9 (77.2-90.4)	86.5 (78.0-92.1)
In school buildings	86.5 (81.6-90.3)	87.3 (80.7-91.9)	84.9 (77.2-90.4)	86.5 (78.0-92.1)
Outside on school grounds ¹	85.6 (80.5-89.6)	86.4 (79.6-91.3)	83.8 (75.8-89.6)	86.0 (77.5-91.6)
On school buses or other vehicles used to transport students	86.1 (80.9-90.0)	87.2 (80.5-91.8)	83.7 (75.7-89.5)	86.3 (77.8-92.0)
At off-campus, school-sponsored events	84.5 (79.4-88.6)	85.2 (78.4-90.1)	82.4 (74.4-88.3)	85.7 (77.3-91.4)
In all 4 locations	83.9 (78.6-88.1)	84.2 (77.2-89.4)	82.4 (74.4-88.3)	85.1 (76.6-90.9)
Prohibits cigar or pipe smoking	90.9 (86.9-93.8)	91.5 (86.2-94.9)	91.6 (85.4-95.3)	88.6 (80.4-93.7)
For visitors²				
Prohibits cigarette smoking	92.2 (88.4-94.7)	90.3 (84.3-94.2)	92.3 (86.6-95.7)	96.6 (90.4-98.8)
In school buildings	91.6 (87.9-94.3)	89.4 (83.3-93.4)	92.3 (86.6-95.7)	96.5 (90.3-98.8)
Outside on school grounds ¹	90.2 (86.3-93.1)	87.8 (81.6-92.1)	90.8 (84.3-94.8)	95.7 (89.4-98.3)
On school buses or other vehicles used to transport students	90.6 (86.7-93.4)	89.3 (83.2-93.4)	89.4 (83.0-93.6)	95.3 (89.2-98.0)
At off-campus, school-sponsored events	86.4 (82.0-89.9)	84.6 (77.4-89.7)	86.0 (79.3-90.8)	91.9 (85.6-95.5)
In all 4 locations	85.4 (81.0-89.0)	82.9 (75.7-88.3)	85.9 (79.2-90.7)	91.4 (85.1-95.2)
Prohibits smokeless tobacco use	83.9 (79.0-87.9)	83.1 (75.7-88.5)	82.1 (74.5-87.9)	88.5 (81.3-93.2)
In school buildings	83.5 (78.5-87.6)	82.9 (75.5-88.4)	81.6 (73.4-87.7)	87.7 (80.5-92.5)
Outside on school grounds ¹	82.5 (77.3-86.7)	81.8 (74.4-87.5)	79.8 (71.5-86.2)	87.7 (80.4-92.5)
On school buses or other vehicles used to transport students	81.9 (76.6-86.2)	81.8 (74.0-87.7)	78.3 (70.1-84.8)	86.9 (79.5-91.8)
At off-campus, school-sponsored events	79.9 (74.8-84.3)	80.2 (72.7-86.0)	75.6 (67.4-82.3)	85.2 (77.9-90.4)
In all 4 locations	79.1 (73.8-83.6)	79.0 (71.1-85.1)	75.6 (67.4-82.3)	84.3 (77.0-89.6)
Prohibits cigar or pipe smoking	88.1 (83.9-91.3)	87.2 (80.7-91.7)	87.6 (80.9-92.2)	91.0 (84.8-94.8)
Prohibits all tobacco use during any school-related activity ³	65.3 (59.6-70.6)	61.2 (53.1-68.8)	66.2 (58.0-73.6)	74.5 (65.9-81.5)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Including parking lots and playing fields.

² Defined as anyone other than students or faculty and staff, including family members, community members, contractors, and repair workers who might visit school during or outside of school hours.

³ Prohibited (1) cigarette smoking and smokeless tobacco use among all students, all faculty and staff, and all school visitors in all locations and (2) cigar or pipe smoking by all students, all faculty and staff, and all school visitors.

Table 6.6. Percentage of schools with practices related to tobacco use and illegal drug use, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Tobacco advertising prohibited				
In school buildings	93.8 (91.3-95.6)	94.6 (89.9-97.1)	90.5 (85.0-94.1)	96.3 (91.4-98.4)
Outside on school grounds ¹	95.0 (92.6-96.6)	95.5 (91.2-97.7)	93.0 (87.9-96.1)	96.2 (91.3-98.4)
On school buses or other vehicles used to transport students	94.7 (92.0-96.5)	93.7 (88.6-96.6)	95.5 (91.1-97.8)	96.2 (91.2-98.4)
At off-campus, school-sponsored events	91.8 (88.8-94.1)	90.0 (84.5-93.7)	92.8 (87.4-96.0)	95.1 (90.2-97.6)
Through sponsorship of school events	94.1 (91.3-96.0)	93.3 (88.5-96.2)	95.5 (91.2-97.8)	94.3 (89.3-97.0)
Students prohibited from wearing tobacco brand-name apparel or carrying merchandise with tobacco company names, logos, or cartoon characters on it				
Posts signs marking a tobacco-free school zone	66.4 (60.5-71.8)	65.8 (57.5-73.3)	63.6 (55.7-70.8)	71.5 (63.0-78.7)
Posts signs marking a drug-free school zone	58.4 (52.4-64.1)	54.8 (46.9-62.5)	57.9 (49.3-66.0)	68.0 (59.2-75.7)
Has or participates in a youth empowerment or advocacy program related to tobacco-use prevention ²	24.9 (20.1-30.4)	NA	24.9 (18.3-33.0)	24.9 (18.7-32.2)
Has procedures to inform faculty and staff about				
Rules related to tobacco use by faculty and staff	90.0 (86.2-92.9)	88.7 (81.8-93.2)	91.1 (84.7-94.9)	92.0 (85.6-95.7)
What happens if they break the rules	81.3 (76.2-85.5)	78.1 (70.1-84.5)	83.8 (76.8-89.0)	85.9 (77.6-91.4)
Has procedures to inform school visitors about				
Rules related to tobacco use by visitors	72.8 (68.0-77.2)	71.4 (63.8-77.9)	72.4 (65.3-78.5)	77.1 (68.9-83.7)
What happens if they break the rules	58.0 (52.5-63.4)	55.8 (47.6-63.6)	57.7 (50.6-64.6)	64.3 (56.1-71.7)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Including parking lots and playing fields.

² Not asked among elementary schools.

Table 6.7. Percentage of secondary schools with specific practices related to student drug testing, by school level—SHPPS 2014

Practice	Total (%)	Middle schools (%)	High schools (%)
Conducts any drug testing on students	16.4 (12.2-21.7)	8.6 (5.0-14.5)	26.6 (19.5-35.2)
Criteria for choosing students for drug testing¹			
Randomly, with entire student population subject to testing ²	27.7 (7.8-63.6)	0	29.5 (8.1-66.6)
Randomly among members of specific groups of students (e.g., athletes, students who participate in other extracurricular activities, or student drivers)	45.5 (30.0-62.0)	44.7 (20.9-71.2)	45.9 (29.4-63.3)
When it is suspected that a student is using drugs at school (i.e., for cause)	63.3 (47.5-76.6)	65.1 (36.5-85.8)	62.5 (44.7-77.5)
Voluntary for all students or for specific groups of students	31.7 (20.8-45.0)	30.4 (14.2-53.5)	32.2 (19.4-48.5)
Criteria other than the above	13.6 (6.3-26.8)	5.0 (0.7-27.3)	17.2 (7.8-34.0)
Tests for¹			
Alcohol	53.2 (37.7-68.1)	31.5 (10.6-63.9)	62.5 (46.0-76.6)
Amphetamines (e.g., methamphetamine or ecstasy)	75.1 (57.6-87.0)	64.2 (38.9-83.4)	79.9 (55.0-92.8)
Cocaine	77.7 (65.2-86.7)	63.5 (38.2-83.0)	84.0 (68.0-92.8)
Marijuana	88.8 (76.1-95.2)	78.6 (54.2-92.0)	93.1 (74.2-98.4)
Nicotine	22.9 (12.8-37.5)	16.6 (6.1-37.8)	25.7 (13.8-42.7)
Opiates (e.g., heroin or morphine)	81.0 (67.5-89.8)	64.2 (38.9-83.4)	88.5 (71.6-95.9)
Phencyclidine (i.e., PCP)	66.2 (49.5-79.7)	58.5 (33.2-80.0)	69.6 (48.3-84.9)
Steroids	30.7 (18.6-46.3)	28.0 (8.5-61.9)	32.0 (19.2-48.2)
Methods used to conduct drug testing¹			
Breathalyzer (breath alcohol test)	33.3 (19.9-50.0)	4.9 (0.6-29.1)	44.2 (27.2-62.6)
Urine	89.1 (76.9-95.3)	82.9 (53.5-95.3)	91.5 (76.4-97.3)
Hair	20.5 (8.6-41.5)	5.6 (0.7-32.5)	26.2 (10.9-50.7)
Saliva	5.0 (1.8-13.7)	5.0 (0.7-29.9)	5.1 (1.4-16.5)
Sweat	0	0	0
Other	7.7 (3.3-17.0)	11.0 (2.6-36.9)	6.5 (2.0-18.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among schools that conduct drug testing.

² Not asked among public schools.

Table 6.8. Percentage of schools with specific practices related to injury prevention and safety, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Facilities and equipment inspected and provided with appropriate maintenance¹				
Automated external defibrillators (AEDs) ²	78.5 (73.0-83.2)	74.9 (66.7-81.7)	79.3 (72.1-85.0)	86.8 (80.4-91.3)
Fire extinguishers	99.7 (98.9-99.9)	100	99.4 (95.7-99.9)	99.5 (96.5-99.9)
Indoor athletic facilities and equipment (e.g., playing surfaces, benches, tumbling mats, and weight lifting equipment) ³	81.2 (76.3-85.4)	79.8 (72.3-85.7)	81.8 (74.5-87.3)	84.3 (75.4-90.4)
Lighting inside school buildings	98.0 (96.1-99.0)	97.9 (94.2-99.3)	97.5 (94.0-99.0)	98.9 (95.5-99.7)
Lighting outside school buildings	97.7 (96.0-98.7)	98.4 (94.7-99.5)	95.7 (92.0-97.7)	98.7 (96.0-99.6)
Other areas of the school (e.g., halls, stairs, and regular classrooms)	97.9 (95.9-98.9)	97.9 (94.3-99.2)	99.2 (96.7-99.8)	96.2 (88.6-98.8)
Outdoor athletic equipment (e.g., playing fields and bleachers) ⁴	74.0 (68.7-78.7)	69.5 (61.8-76.3)	75.5 (67.4-82.2)	83.4 (76.2-88.7)
Playground facilities and equipment (e.g., playing surfaces, benches, monkey bars, and swings) ⁵	90.2 (85.0-93.8)	90.2 (85.0-93.8)	NA	NA
Smoke alarms	97.7 (95.6-98.8)	97.2 (93.4-98.9)	97.1 (92.1-99.0)	99.5 (96.3-99.9)
Special classroom areas (e.g., chemistry labs, workshops, and art rooms) ⁶	72.9 (68.2-77.1)	60.2 (52.9-67.1)	83.0 (76.6-88.0)	91.6 (85.0-95.5)
Sprinkler systems	85.0 (80.6-88.6)	82.9 (76.1-88.0)	86.5 (80.1-91.1)	88.5 (80.2-93.6)
Students required to wear appropriate protective gear when engaged in				
Classes such as wood shop or metal shop ⁷	97.0 (92.7-98.8)	95.0 (71.2-99.3)	97.6 (90.9-99.4)	97.5 (90.2-99.4)
Lab activities for photography, chemistry, biology, or other science classes ⁸	98.9 (97.2-99.6)	98.2 (92.7-99.6)	99.3 (94.9-99.9)	99.1 (96.4-99.8)
Students required to use hearing protection devices during classes or activities where they are exposed to potentially unsafe noise levels ⁹	56.5 (48.6-64.0)	49.7 (28.7-70.8)	43.0 (32.3-54.5)	68.4 (57.8-77.3)
Seatbelt use specifically required in school parking permit agreement ¹⁰	33.5 (25.3-42.9)	NA	NA	33.5 (25.3-42.9)
Has procedure to monitor seatbelt use on school property	10.9 (8.1-14.4)	8.9 (5.2-14.7)	10.5 (6.7-16.1)	16.4 (11.3-23.2)
Has been sued because of an injury that occurred on school property or at an off-campus, school-sponsored event	12.3 (9.2-16.3)	9.7 (5.9-15.5)	13.2 (8.7-19.4)	18.2 (12.9-25.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

² An additional 19.7% of schools overall, 24.3% of elementary schools, 17.3% of middle schools, and 10.8% of high schools do not have AEDs.

³ An additional 14.7% of schools overall, 16.7% of elementary schools, 13.9% of middle schools, and 10.3% of high schools do not have indoor athletic facilities and equipment.

⁴ An additional 21.6% of schools overall, 25.8% of elementary schools, 20.9% of middle schools, and 11.8% of high schools do not have outdoor athletic facilities and equipment.

⁵ Not asked among middle and high schools. An additional 3.0% of elementary schools do not have playground facilities and equipment.

⁶ An additional 21.7% of schools overall, 34.7% of elementary schools, 10.6% of middle schools, and 3.4% of high schools do not have special classroom areas.

⁷ Among the 28.6% of schools overall, 10.8% of elementary schools, 34.2% of middle schools, and 67.0% of high schools with such classes.

⁸ Among the 60.9% of schools overall, 37.6% of elementary schools, 79.3% of middle schools, and 96.4% of high schools with such activities.

⁹ Among the 26.5% of schools overall, 9.6% of elementary schools, 32.4% of middle schools, and 62.7% of high schools with such classes or activities.

¹⁰ Not asked among elementary and middle schools. An additional 31.2% of high schools do not have parking permit agreements.

Table 6.9. Percentage of elementary schools with specific practices related to playground safety, by school level—SHPPS 2014

Practice	Elementary schools (%)
Uses the safety checklist and equipment guidelines published in the Handbook for Public Playground Safety by the U.S. Consumer Product Safety Commission	48.7 (40.2-57.3)
Posts rules for the safe use of specific types of playground equipment (e.g., swings, slides, or climbing structures)	48.7 (40.8-56.6)
Almost always or always took actions when students were caught breaking playground safety rules ¹	
Not allowed to participate in the next scheduled recess period (e.g., the next day)	6.3 (3.0-12.8)
Placed in detention	2.2 (0.8-5.9)
Provided verbal redirection by a playground monitor	91.9 (86.7-95.3)
Required to refrain from playing for a designated time period	35.0 (29.0-41.6)
Suspended from school	0

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 2012-13 school year.

Table 6.10. Percentage of schools with specific practices related to sun safety, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Outdoor activities almost always or always scheduled to avoid times when the sun was at peak intensity ¹	15.0 (11.4-19.6)	14.7 (9.6-21.8)	18.2 (13.3-24.4)	11.8 (7.7-17.5)
Parents asked to ensure students apply sunscreen before school	16.4 (12.9-20.6)	20.9 (15.3-28.0)	16.9 (11.6-23.9)	4.2 (2.0-8.7)
Teachers allow time for students to apply sunscreen at school	47.6 (42.4-52.9)	49.5 (42.0-57.0)	51.6 (43.3-59.7)	37.5 (29.7-46.0)
Teachers remind students to apply sunscreen before going outside at school	28.2 (24.0-32.9)	27.2 (21.2-34.2)	30.3 (23.6-38.0)	28.2 (21.4-36.1)
Sunscreen made available for students to use	13.3 (10.2-17.0)	11.9 (8.0-17.4)	12.9 (8.7-18.8)	17.2 (11.6-24.7)
Students encouraged to wear protective clothing (e.g., long sleeve shirts or long pants) when in the sun during the school day	30.4 (25.8-35.4)	33.4 (26.8-40.8)	30.8 (23.9-38.6)	22.2 (16.7-28.8)
Students encouraged to wear hats or visors when in the sun during the school day	33.1 (28.4-38.2)	35.0 (28.3-42.4)	37.3 (30.1-45.1)	22.4 (16.8-29.3)
Students prohibited from wearing hats or visors when in the sun during the school day	7.5 (5.2-10.7)	7.5 (4.5-12.2)	7.8 (4.6-12.9)	7.2 (4.3-11.8)
Students encouraged to wear sunglasses when in the sun during the school day	20.7 (16.7-25.4)	22.7 (16.7-30.1)	17.5 (12.7-23.6)	19.8 (14.8-26.0)
Students prohibited from wearing sunglasses when in the sun during the school day	6.6 (4.6-9.5)	7.5 (4.5-12.1)	7.8 (4.7-12.6)	2.9 (1.3-6.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

Table 6.11. Percentage of schools with specific practices related to crisis preparedness, response, and recovery plans, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Uses a crisis preparedness, response, and recovery plan provided by the district	12.4 (9.8-15.7)	9.7 (6.5-14.3)	17.0 (12.1-23.5)	13.3 (9.0-19.3)
Uses a district-level crisis plan that has been adapted to meet school's needs	49.8 (44.4-55.3)	51.2 (43.0-59.4)	46.4 (39.6-53.4)	50.6 (42.5-58.7)
Has its own crisis plan	36.5 (31.8-41.5)	37.2 (29.6-45.5)	35.9 (29.8-42.6)	35.5 (27.6-44.3)
Used materials from the U.S. Department of Education to develop the plan ¹	66.3 (60.5-71.7)	66.1 (56.9-74.1)	66.7 (57.9-74.5)	66.6 (56.6-75.4)
Worked with agencies or organizations to develop the plan¹				
Local emergency medical services	57.2 (51.4-62.8)	54.0 (45.4-62.3)	59.8 (51.2-67.8)	62.4 (52.4-71.5)
Local fire department	78.0 (73.1-82.2)	74.6 (66.9-81.0)	81.8 (74.2-87.6)	82.0 (73.7-88.1)
Local health department	34.1 (29.1-39.5)	31.9 (25.0-39.7)	31.5 (23.5-40.7)	43.1 (34.7-52.0)
Local homeland security office or emergency management office	35.8 (30.3-41.8)	37.3 (29.7-45.7)	32.5 (24.3-42.0)	35.9 (27.7-45.1)
Local hospital	26.3 (21.9-31.3)	21.9 (15.7-29.7)	28.5 (21.0-37.5)	35.4 (27.3-44.4)
Local law enforcement agency	84.5 (79.9-88.2)	81.9 (74.4-87.5)	88.0 (81.3-92.6)	86.8 (79.0-92.0)
Local mental health or social services agency	25.4 (21.0-30.4)	23.9 (17.4-31.8)	25.6 (18.5-34.3)	29.2 (21.5-38.4)
Local public transportation department	12.1 (9.1-16.0)	11.0 (7.1-16.5)	15.0 (9.2-23.7)	11.5 (6.9-18.7)
Worked with students, families, or other community members to develop the plan ¹	60.3 (54.8-65.5)	60.3 (51.9-68.2)	57.1 (48.4-65.4)	64.0 (54.6-72.5)
Provided training on the crisis preparedness, response, and recovery plan to^{1,2}				
School faculty and staff	93.8 (91.3-95.7)	94.5 (89.9-97.0)	92.3 (87.4-95.4)	94.2 (89.2-97.0)
Students	85.5 (81.5-88.7)	86.5 (80.0-91.2)	82.6 (75.5-88.0)	86.6 (80.0-91.3)
Students' families	30.5 (26.2-35.2)	30.2 (24.0-37.1)	33.7 (26.3-42.0)	27.3 (20.8-35.0)
Has evaluated or assessed the plan ^{1,3}	89.0 (85.2-91.9)	90.0 (83.8-94.1)	85.6 (77.6-91.0)	90.6 (83.9-94.7)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among schools that have adapted a district-level plan or have their own plan.

² During the two years before the study.

³ During the 12 months before the study.

Table 6.12. Percentage of schools with crisis preparedness, response, and recovery plans that include specific elements, by school level—SHPPS 2014

Element	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Establishment of an incident command system	91.6 (88.1-94.1)	92.0 (86.5-95.4)	90.5 (85.1-94.1)	92.0 (85.6-95.7)
Evacuation plans	97.3 (94.7-98.6)	96.2 (91.4-98.4)	99.4 (96.0-99.9)	97.0 (91.7-98.9)
Family reunification procedures	83.1 (78.8-86.7)	83.5 (77.1-88.4)	80.9 (74.1-86.2)	85.1 (78.6-89.8)
Mechanisms for communicating the plan to students' families	91.8 (88.7-94.1)	92.5 (87.7-95.6)	90.5 (85.2-94.0)	91.9 (86.3-95.4)
Mechanisms for communicating with school personnel	97.0 (94.9-98.3)	96.7 (92.4-98.6)	98.0 (94.7-99.3)	96.7 (91.4-98.8)
Plans to resume normal activities after buildings or facilities have been damaged	67.2 (61.9-72.0)	63.9 (56.2-71.1)	73.8 (66.4-80.1)	66.7 (57.1-75.1)
Plans to seek immediate shelter and remain in that area during a chemical, biological, or radiological emergency rather than evacuating (i.e., shelter-in-place plans)	90.3 (86.4-93.2)	90.9 (84.8-94.7)	92.5 (87.1-95.8)	86.2 (79.0-91.2)
Procedures for implementing unplanned school dismissal or school closure	92.5 (89.3-94.9)	91.8 (86.2-95.3)	94.4 (89.8-97.0)	91.9 (86.1-95.4)
Procedures for responding to media inquiries	92.3 (89.2-94.6)	90.6 (84.8-94.3)	93.7 (88.8-96.5)	95.0 (89.2-97.8)
Procedures for responding to pandemic flu or other infectious disease outbreaks	66.5 (61.2-71.5)	66.1 (58.6-72.9)	68.2 (60.1-75.4)	65.2 (55.9-73.6)
Procedures to control the exterior of the building and school grounds	90.3 (87.3-92.7)	89.5 (83.9-93.3)	91.0 (85.9-94.3)	91.5 (85.8-95.1)
Procedures to stop people from leaving or entering school buildings (i.e., lock down plans)	97.9 (95.5-99.0)	97.2 (92.5-99.0)	99.0 (96.1-99.7)	98.0 (94.0-99.4)
Provision of mental health services for students, faculty, and staff after a crisis has occurred	81.3 (76.9-85.0)	78.9 (71.5-84.8)	80.3 (73.3-85.8)	88.5 (82.2-92.8)
Provisions for students and staff with special needs	81.3 (76.1-85.6)	78.4 (70.9-84.4)	81.2 (73.6-87.1)	88.7 (81.3-93.4)
Requirements to conduct regular emergency drills, other than fire drills	96.1 (93.6-97.7)	95.7 (90.9-98.0)	96.6 (92.6-98.5)	96.7 (92.7-98.5)
Requirements to periodically review and revise emergency response plans	91.7 (88.7-94.0)	90.8 (85.8-94.2)	90.7 (85.2-94.2)	95.5 (89.9-98.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 6.13. Percentage of schools with specific characteristics related to crisis preparedness, response, and recovery, by school level—SHPPS 2014

Characteristics	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Provided training on crisis preparedness, response, and recovery to students' families ¹	23.1 (19.2-27.5)	18.0 (13.1-24.3)	26.2 (18.9-35.3)	31.4 (24.5-39.3)
Member of a local emergency planning committee	34.4 (30.0-39.1)	29.9 (22.9-37.8)	33.5 (26.9-40.8)	47.0 (39.3-54.9)
Designated to serve as staging area or community shelter during local emergencies	46.6 (41.9-51.3)	42.6 (35.1-50.6)	44.3 (37.5-51.3)	59.3 (50.9-67.2)
Has a National Oceanic and Atmospheric Administration (NOAA) weather radio	61.1 (55.1-66.7)	63.1 (54.5-71.0)	53.7 (44.9-62.2)	65.4 (57.3-72.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 2 years before the study. Does not include training on the school's crisis plan.

Table 6.14. Percentage of schools that had one or more school health councils¹ that met specific numbers of times, by school level—SHPPS 2014

	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Has a school health council, committee, or team	35.7 (31.0-40.6)	31.7 (25.0-39.2)	36.6 (29.1-44.7)	44.5 (36.2-53.2)
Number of times group met ²				
0 times	2.8 (1.2-6.5)	2.2 (0.5-8.9)	5.8 (1.8-17.4)	0.8 (0.1-5.5)
1 or 2 times	29.8 (22.3-38.5)	29.9 (19.2-43.4)	34.9 (24.6-46.8)	24.1 (15.0-36.5)
3 or 4 times	34.7 (27.1-43.1)	34.2 (22.9-47.6)	30.2 (19.6-43.6)	40.3 (29.0-52.7)
5 or 6 times	14.0 (9.2-20.8)	18.4 (10.4-30.5)	11.2 (5.4-21.6)	8.7 (4.1-17.5)
More than 6 times	18.8 (13.2-26.0)	15.3 (7.5-28.8)	17.9 (10.5-28.8)	26.1 (15.3-40.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Defined as one or more groups that offer guidance on the development of policies or coordinate activities that are health-related.

² During the 12 months before the study, among schools with a school health council, committee, or team.

Table 6.15. Percentage of schools that had one or more school health councils that addressed specific school health program components and health topics and engaged in specific activities,¹ by school level—SHPPS 2014

	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
School health program component				
Faculty and staff health promotion	72.5 (63.3-80.1)	71.9 (57.1-83.1)	72.3 (59.7-82.1)	73.7 (60.9-83.4)
Family and community involvement in school health programs	60.3 (52.3-67.8)	62.3 (48.3-74.5)	59.0 (45.9-71.0)	58.2 (46.1-69.4)
Food service or nutrition	87.2 (80.9-91.6)	87.7 (77.1-93.8)	92.2 (84.0-96.3)	81.1 (68.8-89.3)
Health education	84.4 (78.1-89.1)	86.5 (74.7-93.3)	83.6 (72.5-90.8)	81.5 (69.0-89.7)
Health services	74.1 (64.6-81.8)	72.3 (56.4-84.0)	78.4 (65.6-87.4)	72.7 (59.2-83.0)
Mental health or social services	62.9 (53.9-71.1)	59.9 (44.5-73.5)	67.6 (54.4-78.5)	63.0 (50.3-74.1)
Physical education or physical activity	86.2 (80.3-90.6)	91.4 (81.9-96.2)	81.7 (70.3-89.4)	81.7 (68.7-90.1)
Physical school environment	73.4 (66.1-79.6)	80.9 (68.9-88.9)	67.0 (53.2-78.3)	67.2 (54.2-78.1)
The psychological and social environment, or school climate	73.5 (66.1-79.8)	73.8 (60.4-83.9)	72.4 (59.3-82.4)	74.2 (62.8-83.1)
Health topic				
Alcohol or other drug use prevention	60.5 (51.6-68.7)	55.5 (41.0-69.1)	60.1 (47.1-71.9)	70.1 (56.9-80.6)
Crisis preparedness, response, and recovery	75.2 (68.3-81.1)	81.2 (69.4-89.1)	64.9 (52.9-75.2)	75.9 (63.8-84.9)
Human immunodeficiency virus prevention ²	44.8 (35.8-54.2)	NA	40.1 (28.5-52.8)	49.8 (37.1-62.5)
Injury prevention and safety	74.3 (66.4-80.9)	73.4 (60.2-83.5)	79.0 (67.4-87.3)	70.7 (57.5-81.2)
Local wellness policies	79.1 (72.2-84.6)	80.1 (66.4-89.1)	78.9 (66.5-87.5)	77.5 (67.3-85.2)
Management of chronic health conditions (e.g., asthma or diabetes)	62.8 (54.7-70.2)	59.6 (46.1-71.8)	66.4 (53.8-77.0)	64.6 (52.4-75.1)
Management of food allergies	66.5 (58.1-74.0)	69.8 (56.4-80.5)	67.6 (55.1-78.0)	59.7 (47.0-71.2)
Management of foodborne illnesses	52.7 (44.2-61.0)	60.2 (46.3-72.6)	55.7 (43.5-67.3)	36.2 (25.8-48.1)
Management of infectious diseases (e.g., influenza)	68.6 (60.1-76.0)	75.9 (62.7-85.5)	68.9 (56.2-79.4)	55.6 (43.0-67.6)
Other sexually transmitted disease prevention ²	48.3 (38.9-57.9)	NA	44.0 (31.9-56.8)	52.9 (40.5-65.0)
Pregnancy prevention ²	44.8 (35.5-54.4)	NA	42.1 (30.1-55.2)	47.6 (36.0-59.5)
Tobacco use prevention	55.8 (47.0-64.3)	50.9 (37.0-64.6)	59.0 (45.9-71.0)	61.4 (48.2-73.1)
Violence prevention	69.8 (60.9-77.5)	69.2 (54.5-80.8)	70.5 (58.0-80.5)	70.2 (57.3-80.5)
Activity				
Communicate the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members	88.8 (82.9-92.9)	89.4 (77.9-95.3)	84.3 (72.8-91.6)	92.6 (83.8-96.8)
Identify student health needs based on a review of relevant data	64.3 (56.6-71.4)	65.5 (51.3-77.4)	61.3 (47.8-73.3)	65.3 (53.7-75.3)
Recommend new or revised health and safety policies and activities to school administrators or the school improvement team	86.0 (80.0-90.4)	86.7 (75.1-93.3)	84.4 (71.6-92.1)	86.6 (77.4-92.4)
Review health-related curricula or instructional materials	63.9 (55.7-71.4)	68.1 (54.4-79.3)	53.3 (41.4-64.8)	67.9 (54.9-78.5)
Seek funding or leverage resources to support health and safety priorities for students and staff	50.5 (42.3-58.7)	52.3 (39.1-65.1)	56.2 (43.7-68.0)	41.2 (29.1-54.4)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the schools with one or more groups that offer guidance on the development of policies or coordinate activities that are health-related (i.e., a school health council).

² Not asked among elementary schools.

Table 6.16. Percentage of schools that had one or more school health councils that included representatives from specific school groups and local agencies or organizations,¹ by school level—SHPPS 2014

Representative	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
School group				
District administrators	50.6 (42.7-58.4)	45.8 (33.0-59.2)	50.3 (39.1-61.5)	59.0 (48.0-69.3)
Elementary school classroom teachers ²	70.6 (57.2-81.2)	70.6 (57.2-81.2)	NA	NA
Health education teachers	63.2 (55.5-70.2)	45.9 (33.9-58.4)	75.2 (64.6-83.5)	80.8 (70.1-88.4)
Health services staff (e.g., school nurses)	80.9 (74.5-86.0)	83.4 (72.5-90.5)	83.8 (71.1-91.6)	73.5 (61.2-83.0)
Library or media center staff	9.8 (6.5-14.3)	6.3 (2.5-14.9)	14.3 (7.9-24.4)	11.2 (5.7-20.7)
Maintenance staff	24.2 (18.3-31.2)	17.9 (9.8-30.2)	27.9 (18.7-39.5)	31.2 (19.8-45.5)
Mental health or social services staff	51.1 (43.4-58.7)	46.2 (33.9-58.9)	51.6 (39.3-63.7)	59.2 (47.2-70.1)
Nutrition or food service staff	58.3 (49.6-66.6)	50.9 (36.9-64.7)	65.3 (52.2-76.4)	64.2 (51.9-74.8)
Physical education teachers	75.5 (67.6-82.0)	73.0 (58.6-83.8)	78.8 (67.4-87.0)	76.4 (63.2-86.0)
School-level administrators	81.9 (74.9-87.2)	78.8 (65.4-88.0)	82.9 (72.0-90.1)	86.2 (76.8-92.2)
Students	36.6 (29.8-44.1)	26.2 (17.0-38.1)	42.4 (30.6-55.2)	48.9 (37.4-60.5)
Students' parents or families	45.6 (38.2-53.1)	30.6 (20.6-42.8)	61.5 (48.4-73.1)	55.3 (43.9-66.1)
Technology staff	12.5 (8.7-17.6)	5.5 (2.0-14.4)	18.2 (10.7-29.3)	18.7 (11.6-28.6)
Transportation staff	8.3 (5.0-13.5)	4.2 (1.3-13.0)	12.6 (6.6-23.0)	10.9 (4.5-23.9)
Agency or organization				
Businesses	23.2 (16.4-31.7)	18.0 (7.8-36.4)	23.7 (13.7-37.8)	28.4 (17.8-42.1)
Faith-based organizations	23.2 (15.8-32.7)	23.8 (11.0-44.1)	19.9 (10.9-33.6)	25.6 (15.2-39.8)
Health department	31.9 (24.1-40.8)	38.7 (23.8-56.2)	36.2 (24.0-50.5)	20.3 (12.2-32.0)
Health organizations (e.g., the local Red Cross chapter)	25.8 (17.9-35.6)	31.7 (16.9-51.4)	27.6 (16.7-42.1)	17.7 (10.6-28.0)
Healthcare providers (e.g., pediatricians or dentists)	44.6 (35.2-54.3)	53.3 (35.8-70.1)	42.4 (28.9-57.2)	36.9 (25.0-50.7)
Hospitals	26.7 (19.3-35.7)	25.3 (13.1-43.0)	36.8 (25.0-50.3)	19.2 (11.2-30.9)
Mental health or social service agencies	35.3 (27.0-44.7)	34.2 (20.1-51.7)	35.8 (23.6-50.3)	36.2 (23.0-51.8)
Other local government agencies	20.1 (14.1-27.9)	19.8 (9.9-35.8)	21.2 (12.2-34.2)	19.4 (11.9-30.2)
Public safety agencies (e.g., police, fire, or emergency services)	59.1 (50.1-67.5)	67.0 (48.5-81.4)	58.0 (42.8-71.9)	51.3 (37.0-65.3)
Service clubs (e.g., the Rotary Club)	16.3 (11.1-23.4)	11.8 (4.3-28.7)	15.4 (7.6-28.7)	22.2 (13.5-34.2)
Youth organizations (e.g., the Boys and Girls Clubs)	18.2 (12.6-25.6)	17.5 (7.7-35.2)	23.9 (14.4-37.1)	13.7 (7.5-23.7)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the schools with one or more groups that offer guidance on the development of policies or coordinate activities that are health-related.

² Not asked among middle and high schools.

Table 6.17. Percentage of schools with specific practices related to school health coordination, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Ever used the School Health Index or other self-assessment tool to assess the school's health and safety policies and activities	20.8 (17.1-25.0)	18.4 (13.2-25.0)	23.6 (17.6-31.0)	22.9 (16.4-30.9)
Has a written School Improvement Plan that includes health-related objectives on school health topics				
Faculty and staff health promotion	17.6 (14.0-21.8)	14.5 (9.5-21.5)	14.4 (9.9-20.4)	29.3 (21.7-38.3)
Family and community involvement	41.8 (36.9-47.0)	44.3 (36.6-52.4)	36.4 (29.3-44.1)	42.4 (34.2-51.1)
Health education	30.7 (26.4-35.3)	27.2 (20.9-34.5)	26.6 (20.7-33.4)	44.7 (36.2-53.5)
Health services	20.3 (16.9-24.3)	17.4 (12.5-23.7)	18.5 (13.3-25.1)	29.9 (22.1-39.2)
Healthy and safe school environment	47.5 (42.3-52.8)	45.0 (37.1-53.0)	44.1 (36.9-51.4)	58.2 (49.5-66.3)
Mental health and social services	22.0 (18.3-26.2)	19.2 (14.0-25.8)	18.3 (13.1-25.0)	33.7 (25.3-43.4)
Nutrition services and foods and beverages available at school	20.3 (16.6-24.6)	18.1 (12.6-25.3)	16.4 (11.6-22.6)	30.7 (23.2-39.4)
Physical education and physical activity	31.2 (26.8-36.1)	29.0 (22.6-36.4)	27.1 (20.6-34.7)	42.0 (33.6-51.0)
Has a school health coordinator ¹	53.5 (47.8-59.1)	56.0 (47.6-64.0)	53.1 (45.2-60.9)	47.8 (38.9-56.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Defined as one person at school who oversees or coordinates the school's health and safety policies and activities.

Table 6.18. Percentage of schools that encouraged student involvement in school health, by school level—SHPPS 2014

Area	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Involves students in developing school or classroom rules	89.9 (87.1-92.2)	93.0 (88.3-95.9)	89.6 (83.8-93.5)	82.6 (76.0-87.7)
Collected suggestions from students about ¹				
School health education	37.0 (32.3-42.1)	21.2 (15.0-29.0)	46.5 (38.2-55.0)	63.0 (55.1-70.2)
School health services	15.6 (12.3-19.5)	14.5 (10.0-20.5)	15.8 (11.2-21.7)	18.1 (12.7-25.1)
School mental health and social services	37.0 (32.1-42.2)	32.5 (25.1-40.8)	37.2 (29.8-45.3)	48.0 (40.1-55.9)
School physical education	60.5 (55.0-65.7)	51.0 (43.5-58.5)	73.5 (65.9-79.8)	67.7 (58.7-75.6)
The school nutrition services program	55.5 (50.4-60.5)	51.8 (44.0-59.5)	56.5 (48.0-64.7)	63.4 (55.3-70.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

Physical Environment

Table 7.1. Characteristics related to school construction and renovation, by school level—SHPPS 2014

Characteristic	Total	Elementary schools	Middle schools	High schools
Number of years since construction of the school's main instructional building (mean)	47.6 (44.3-50.8)	46.9 (42.8-51.0)	48.7 (43.6-53.8)	47.8 (43.2-52.4)
Main instructional building was constructed before 1980 (%)	66.4 (60.7-71.7)	67.8 (60.2-74.7)	64.7 (56.8-71.9)	65.2 (57.0-72.5)
School has undergone a major renovation to the main instructional building ¹ (%)	19.9 (15.9-24.5)	20.7 (14.9-28.1)	22.1 (16.0-29.6)	14.8 (10.3-20.7)
Number of years since the school's last major renovation to the main instructional building ^{1,2} (mean)	10.9 (9.3-12.5)	12.4 (9.8-15.1)	10.5 (8.7-12.4)	7.8 (6.0-9.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Also includes building new attached and/or detached permanent additions to original buildings.

² Among schools that had undergone a major renovation.

Table 7.2. Percentage of schools with specific practices related to the physical school environment, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Indoor air quality				
Has an indoor air quality management program	46.4 (40.5-52.5)	50.0 (41.5-58.5)	38.6 (30.8-47.1)	48.7 (40.5-56.8)
Has an indoor air quality management program based on EPA's Indoor Air Quality Tools for Schools	34.1 (28.6-40.1)	37.4 (29.1-46.4)	28.1 (21.6-35.5)	35.3 (27.3-44.1)
Conducts periodic inspections				
For clutter that prevents effective cleaning and maintenance	92.9 (89.8-95.1)	94.2 (89.5-96.9)	92.8 (87.8-95.9)	89.7 (83.3-93.9)
For condensation in and around the school facilities	80.6 (76.5-84.2)	83.0 (76.2-88.1)	79.1 (72.2-84.6)	77.2 (69.2-83.5)
For mold	86.0 (82.2-89.1)	87.0 (80.8-91.4)	82.1 (75.1-87.4)	89.0 (83.0-93.0)
Of the building foundation, walls, and roof for cracks, leaks, or past water damage	94.0 (90.9-96.1)	92.5 (86.4-96.0)	95.1 (91.0-97.4)	96.4 (92.1-98.4)
Of the heating, ventilation, and air conditioning system	96.2 (94.2-97.5)	97.4 (94.0-98.9)	93.5 (88.4-96.5)	97.0 (92.5-98.8)
Of the plumbing system	87.7 (84.0-90.7)	89.3 (83.3-93.3)	85.6 (79.2-90.3)	86.7 (78.7-92.1)
Has a plan to address mold problems	78.2 (73.3-82.5)	82.2 (75.2-87.6)	73.1 (65.7-79.4)	75.4 (66.6-82.5)
Responded to moisture-related issues (e.g., floods, leaks, or condensation) within 48 hours or less ^{1,2}	67.8 (62.6-72.5)	65.7 (57.5-73.1)	69.3 (61.7-76.0)	70.8 (63.0-77.5)
Almost always or always maintained ASHRAE standards for ventilation ¹	59.0 (52.3-65.3)	59.3 (49.5-68.3)	58.0 (48.6-66.9)	59.6 (49.2-69.2)
Has ever been tested for radon	46.0 (39.8-52.4)	43.9 (34.9-53.3)	46.6 (37.5-56.0)	50.1 (40.0-60.2)
Has adopted a policy to purchase low-emitting products for use in and around the school grounds	57.3 (52.0-62.5)	60.4 (52.1-68.1)	55.7 (47.8-63.4)	51.7 (42.4-60.8)
Lead and polychlorinated biphenyls (PCBs)				
Inspected for lead in cracked or peeling paint ^{1,3,4}	34.0 (28.0-40.5)	33.9 (25.3-43.8)	35.7 (26.1-46.6)	31.8 (22.8-42.5)
Inspected for PCBs in caulking around windows and doors ^{1,3,5}	23.3 (18.0-29.6)	22.3 (15.1-31.7)	21.9 (13.8-33.0)	27.5 (18.4-38.9)
Inspected for PCBs in fluorescent light ballasts ^{1,3,6}	23.2 (18.1-29.1)	20.1 (13.4-29.1)	20.7 (13.5-30.3)	33.8 (24.2-44.9)
Drinking water quality				
Conducts periodic inspections that test drinking water outlets for lead	45.8 (40.1-51.6)	45.9 (37.8-54.3)	46.4 (38.6-54.4)	44.6 (36.1-53.4)
Tested drinking water^{1,7} for				
Bacteria	51.4 (45.1-57.6)	52.2 (42.6-61.5)	47.3 (38.6-56.2)	54.7 (45.2-63.8)
Coliforms	48.5 (42.2-54.9)	50.5 (40.8-60.1)	42.1 (33.2-51.6)	51.7 (42.0-61.2)
Other contaminants	48.9 (42.7-55.1)	50.3 (41.0-59.6)	42.9 (34.1-52.1)	53.1 (43.5-62.5)
Provided results of drinking water test(s)⁸ to				
School faculty and staff	38.3 (30.7-46.6)	41.6 (30.4-53.8)	40.2 (29.1-52.5)	28.7 (19.5-40.1)
Students	15.8 (10.4-23.3)	13.3 (7.0-23.9)	22.6 (13.5-35.5)	13.7 (7.8-22.9)
Students' families	22.7 (16.0-31.0)	22.7 (13.5-35.4)	27.4 (17.5-40.0)	17.5 (10.7-27.5)
Flushes drinking water outlets after periods of non-use (e.g., after weekends or school vacations)	46.4 (41.3-51.7)	47.5 (39.6-55.5)	50.0 (41.9-58.2)	39.3 (31.8-47.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

² An additional 28.3% of schools overall, 30.1% of elementary schools, 25.9% of middle schools, and 27.2% of high schools did not have any moisture-related issues during the 12 months before the study.

³ Among schools for which the main instructional building was constructed before 1980.

⁴ In an additional 28.6% of schools overall, 29.6% of elementary schools, 30.0% of middle schools, and 24.3% of high schools, lead paint was previously identified and remediated.

⁵ In an additional 28.9% of schools overall, 30.4% of elementary schools, 30.6% of middle schools, and 23.0% of high schools, PCBs in caulking were previously identified and remediated.

⁶ In an additional 40.6% of schools overall, 41.6% of elementary schools, 41.1% of middle schools, and 37.5% of high schools, PCBs in fluorescent light ballasts were previously identified and remediated.

⁷ Among schools served by community water systems for which water testing is voluntary.

⁸ Among schools served by community water systems that conducted voluntary testing during the 12 months before the study.

Table 7.3. Percentage of schools that engaged in specific integrated pest management practices, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Almost always or always				
Allowed eating only in designated areas to control pests ¹	49.6 (44.1-55.2)	45.5 (37.3-54.0)	53.2 (45.3-61.0)	54.9 (45.7-63.9)
Kept vegetation, shrubs, and wood mulch at least one foot away from buildings to control pests ^{1,2}	57.3 (52.2-62.3)	55.3 (47.0-63.3)	57.4 (48.9-65.5)	61.6 (53.0-69.5)
Marked indoor and outdoor areas that had been treated with pesticides ^{1,2}	52.5 (45.4-59.6)	48.5 (38.1-59.1)	53.2 (44.4-61.9)	60.7 (50.9-69.8)
Removed infested or diseased plants ^{1,2}	63.4 (57.4-68.9)	64.1 (53.6-73.4)	56.6 (46.8-65.9)	70.8 (60.0-79.6)
Repaired cracks in the pavement and sidewalks ^{1,2}	50.8 (45.5-56.2)	52.0 (43.5-60.4)	48.9 (40.7-57.2)	50.8 (42.3-59.2)
Sealed openings in walls, floors, doors, and windows with caulk or weather stripping ^{1,2}	49.2 (43.1-55.3)	51.0 (42.2-59.7)	49.7 (40.5-58.8)	44.1 (34.6-54.0)
Stored food in plastic, glass, or metal containers with tight lids so that it was inaccessible to pests ¹	84.5 (79.8-88.3)	83.7 (76.2-89.1)	83.6 (75.2-89.5)	87.6 (81.1-92.1)
Stored food waste in plastic, glass, or metal containers with tight lids so that it was inaccessible to pests ¹	79.8 (76.1-83.0)	80.8 (74.8-85.7)	79.3 (72.6-84.7)	77.7 (70.5-83.7)
Used spot treatments and baiting rather than widespread applications of pesticides ^{1,2}	54.5 (48.8-60.1)	54.1 (45.4-62.6)	54.5 (46.3-62.5)	55.3 (45.6-64.7)
Conducts campus-wide inspection for pests (e.g., ants, roaches, bees, mice, or rats) at least monthly	55.3 (50.1-60.5)	55.0 (47.1-62.7)	55.2 (46.8-63.4)	56.3 (47.1-65.1)
Each time, notifies staff, students, and families prior to the application of pesticides ³	35.6 (29.6-42.0)	34.4 (26.2-43.5)	34.9 (27.8-42.9)	39.4 (30.9-48.7)
Requires students to clean their lockers at least weekly ⁴	5.6 (3.2-9.8)	NA	9.0 (4.9-15.8)	1.7 (0.5-5.3)
Requires students to clean the inside of their desks at least weekly ⁵	37.0 (29.8-45.0)	37.0 (29.8-45.0)	NA	NA
Requires students to clean the inside of their cubbies at least weekly ⁶	42.0 (33.7-50.7)	42.0 (33.7-50.7)	NA	NA
Cleans desk tops daily	42.0 (36.6-47.6)	46.0 (37.7-54.5)	37.1 (30.0-44.9)	38.7 (30.7-47.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

² Among schools for which this question was applicable.

³ An additional 30.2% of schools overall, 30.1% of elementary schools, 34.8% of middle schools, and 24.5% of high schools did not apply pesticides.

⁴ Not asked among elementary schools.

⁵ Among elementary schools with this type of desk. Question not asked among middle and high schools.

⁶ Among elementary schools with cubbies. Question not asked among middle and high schools.

Table 7.4. Percentage of schools in which custodial or maintenance staff are required to receive training on specific topics related to the physical environment, by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Disposal of hazardous materials	86.8 (82.5-90.1)	88.5 (82.3-92.7)	84.3 (76.4-89.9)	85.9 (76.3-92.1)
Green cleaning products and practices	63.8 (58.0-69.2)	63.8 (55.1-71.6)	66.0 (57.6-73.5)	60.7 (52.2-68.6)
How to address mold problems	62.6 (56.7-68.2)	67.0 (58.8-74.3)	54.4 (46.3-62.3)	63.4 (55.3-70.8)
How to reduce the use of hazardous materials	77.4 (72.3-81.8)	80.2 (72.9-85.9)	75.8 (67.8-82.3)	72.9 (63.1-80.8)
Indoor air quality	39.2 (33.5-45.1)	41.5 (33.6-49.9)	34.9 (28.0-42.6)	39.5 (31.3-48.4)
Labeling of hazardous materials	85.9 (81.5-89.4)	89.0 (82.6-93.2)	83.9 (76.6-89.2)	81.3 (71.9-88.0)
Pest management practices that limit the use of pesticides	56.1 (50.5-61.5)	57.6 (49.7-65.2)	52.7 (45.0-60.3)	56.9 (48.1-65.4)
School drinking water quality	25.6 (20.9-30.9)	26.4 (19.8-34.3)	25.3 (19.0-32.9)	24.0 (17.7-31.7)
Storage of hazardous materials	87.9 (83.7-91.1)	90.4 (84.4-94.3)	86.4 (79.1-91.4)	84.0 (74.5-90.4)
Use of hazardous materials	87.4 (83.2-90.6)	90.7 (84.7-94.4)	82.9 (75.2-88.5)	85.6 (76.0-91.7)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 7.5. Percentage of schools with specific practices related to transportation, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Has implemented an engine idling reduction program for				
School buses ¹	23.6 (19.2-28.6)	23.0 (17.7-29.4)	24.5 (17.9-32.6)	24.0 (17.8-31.4)
Commercial vehicles (e.g., delivery trucks)	10.7 (8.0-14.3)	9.3 (5.8-14.6)	11.0 (7.3-16.2)	14.2 (9.7-20.2)
Personal vehicles (e.g., cars)	9.3 (6.5-13.3)	9.2 (5.5-15.0)	8.5 (5.1-14.1)	10.6 (6.7-16.5)
Has maximum speed limit on streets that abut or are adjacent to school grounds				
15 mph or lower	20.8 (16.4-26.0)	19.0 (13.8-25.5)	21.8 (15.5-29.8)	24.0 (17.3-32.3)
20 mph	22.6 (18.0-28.0)	25.2 (18.8-33.0)	22.1 (15.8-30.0)	16.8 (12.1-22.9)
25 mph	32.9 (27.5-38.9)	34.3 (27.2-42.2)	36.3 (28.9-44.5)	25.0 (18.2-33.3)
30 mph	7.8 (5.5-10.9)	7.1 (4.2-12.0)	4.5 (2.2-9.0)	13.7 (8.4-21.4)
35 mph or higher	15.8 (12.1-20.4)	14.3 (9.6-20.8)	15.3 (10.6-21.5)	20.5 (13.7-29.5)
Uses hazard busing²				
Supports or promotes the use of public transportation for its students to travel to and from school ³	20.8 (16.8-25.4)	14.5 (9.7-21.2)	21.7 (15.6-29.4)	35.5 (27.9-43.8)
Supports or promotes the use of public transportation for its faculty and staff to travel to and from school ³	13.4 (10.0-17.8)	11.3 (7.1-17.4)	16.1 (10.9-23.2)	15.5 (10.3-22.5)
Provides promotional materials to students or families on walking or biking to school	33.3 (28.0-39.1)	36.7 (29.3-44.8)	36.1 (28.9-44.0)	21.0 (15.6-27.6)
Has paid or volunteer crossing guards				
Has a walking school bus	6.2 (4.3-9.0)	8.3 (5.3-12.9)	5.4 (2.5-11.2)	1.8 (0.5-6.4)
Has law enforcement officials to promote traffic safety near the school	47.5 (42.3-52.9)	45.4 (38.2-52.8)	48.0 (40.1-56.0)	52.4 (44.1-60.5)
Has law enforcement officials to prevent crime near the school	55.1 (49.9-60.3)	53.3 (45.7-60.7)	51.6 (44.1-58.9)	64.7 (56.1-72.5)
Has bicycle racks				
Has traffic calming devices to slow driving speeds on the streets that abut or are adjacent to the school grounds	40.0 (35.1-45.1)	37.7 (30.7-45.2)	42.1 (34.6-49.9)	43.1 (34.8-51.8)
Has reduced speed limits during peak school travel times on the streets that abut or are adjacent to the school grounds				
Has students that walk or bike to school in the morning	68.1 (62.6-73.2)	72.3 (65.2-78.3)	64.1 (55.0-72.2)	62.9 (53.9-71.1)
Has students that walk or bike to school in the morning				
10% of students or less	61.5 (55.5-67.1)	60.2 (52.2-67.7)	61.8 (53.2-69.7)	64.5 (56.7-71.5)
11-25% of students	15.8 (12.4-20.0)	15.7 (11.0-21.9)	16.1 (11.0-22.9)	15.8 (11.3-21.6)
26-50% of students	12.6 (9.5-16.4)	11.5 (7.5-17.3)	14.8 (10.1-21.0)	12.3 (8.2-18.1)
51-75% of students	4.8 (2.9-7.8)	5.0 (2.5-9.9)	3.6 (1.8-7.2)	5.7 (2.7-11.8)
76-90% of students	3.7 (2.0-6.7)	5.8 (2.8-11.6)	2.0 (0.7-5.3)	0.5 (0.1-3.6)
More than 90% of students	1.6 (0.7-3.9)	1.8 (0.6-5.5)	1.7 (0.4-6.7)	1.2 (0.3-5.1)
Has students that walk or bike home or to some other destination from school in the afternoon				
10% of students or less	61.7 (55.5-67.4)	62.1 (53.9-69.6)	61.1 (52.5-69.0)	61.4 (53.4-68.7)
11-25% of students	16.1 (12.7-20.2)	15.4 (10.8-21.4)	15.5 (10.5-22.4)	18.9 (13.6-25.5)
26-50% of students	12.0 (9.0-15.9)	10.5 (6.6-16.2)	14.8 (10.1-21.0)	12.3 (8.2-18.1)
51-75% of students	4.7 (2.8-7.7)	4.5 (2.1-9.3)	4.4 (2.3-8.4)	5.7 (2.7-11.8)
76-90% of students	3.8 (2.1-6.8)	5.8 (2.8-11.6)	2.5 (1.0-5.9)	0.5 (0.1-3.7)
More than 90% of students	1.6 (0.7-3.9)	1.8 (0.6-5.5)	1.7 (0.4-6.7)	1.2 (0.3-5.1)
Prohibits students from walking or biking to school				
	6.5 (4.3-9.5)	9.1 (5.7-14.1)	3.8 (1.8-7.9)	3.3 (1.5-7.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ An additional 18.7% of schools overall, 19.7% of elementary schools, 17.5% of middle schools, and 17.7% of high schools do not have school buses.

² Hazard bussing occurs when students are bused relatively short distances to school (about one mile or less) because their walk route is deemed to be hazardous (e.g., lack of sidewalks, high traffic volume, unmarked crossings, railroad crossings, or major arterial roads).

³ In an additional 38.5% of schools overall, 38.6% of elementary schools, 36.2% of middle schools, and 41.1% of high schools, no public transportation was available.

Table 7.6. Percentage of schools with joint use agreements¹ with specific characteristics, by school level—SHPPS 2014

Characteristic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Has a joint use agreement either directly or through the school district	57.5 (51.7-63.0)	58.7 (50.3-66.5)	55.4 (47.4-63.1)	57.1 (49.0-64.8)
Has a joint use agreement that applies to the use of facilities for				
Adult education programs	14.5 (11.2-18.7)	13.1 (8.0-20.6)	12.8 (8.4-19.1)	20.4 (14.8-27.4)
Before- or after-school programs for school-aged children	36.2 (31.2-41.6)	45.0 (37.1-53.1)	31.3 (24.5-39.0)	20.6 (15.0-27.5)
Healthcare services	13.6 (10.3-17.7)	13.8 (8.8-20.8)	14.4 (10.1-20.2)	11.9 (7.9-17.7)
Indoor recreation or physical activity	47.2 (41.7-52.9)	48.7 (40.7-56.9)	44.0 (36.4-52.0)	47.6 (39.9-55.4)
Library services	10.3 (7.8-13.6)	9.8 (6.1-15.3)	11.5 (7.5-17.3)	10.3 (6.3-16.3)
Outdoor recreation or physical activity	45.6 (40.1-51.3)	47.5 (39.2-55.9)	42.1 (34.9-49.7)	45.4 (37.6-53.6)
Preschool or infant child care programs	12.8 (9.5-16.9)	15.5 (10.4-22.4)	9.5 (5.7-15.4)	10.2 (6.7-15.4)
Other activities or programs	30.7 (25.6-36.3)	31.2 (23.6-40.0)	27.1 (21.2-34.1)	33.7 (26.8-41.3)
Has a joint use agreement with				
A local faith-based organization	19.1 (15.3-23.6)	20.5 (14.7-27.8)	17.6 (12.6-24.1)	17.4 (12.1-24.5)
A local health club	6.5 (4.0-10.3)	8.8 (4.8-15.7)	2.0 (0.8-5.5)	6.2 (3.5-10.7)
A local healthcare facility	5.4 (3.2-8.7)	4.1 (1.7-9.9)	4.5 (2.3-8.6)	9.4 (6.1-14.3)
A local library system	9.0 (6.4-12.3)	8.1 (4.8-13.2)	11.5 (7.4-17.5)	7.8 (4.7-12.8)
A local parks or recreation department	31.6 (26.7-36.9)	32.2 (25.2-40.2)	30.1 (23.3-38.0)	31.9 (24.9-39.8)
A local youth organization (e.g., the YMCA, Boys and Girls Clubs, or the Boy Scouts or Girl Scouts)	32.4 (27.7-37.5)	36.7 (29.3-44.9)	31.3 (24.7-38.8)	22.8 (16.9-30.1)
Any other public or private entity	14.5 (11.2-18.6)	12.4 (7.6-19.6)	13.2 (9.1-18.9)	21.4 (15.9-28.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Defined as a formal agreement, such as a memorandum of agreement or understanding, between the school or school district and another public or private entity to jointly use or share either school facilities or community facilities to share costs and responsibilities. Does not include situations where the community can use school property but no formal agreement with another entity exists.

Employee Wellness

Table 8.1. Percentage of nonpublic schools offering health insurance to faculty and staff, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
School offers health insurance to faculty and staff	98.0 (91.7-99.6)	100	98.2 (87.9-99.8)	91.9 (59.2-98.9)
School offers health insurance covering				
Alcohol or other drug use treatment	73.2 (59.8-83.4)	85.2 (61.3-95.4)	64.8 (42.6-82.0)	55.7 (29.9-78.7)
Dental care	86.5 (75.8-92.9)	87.2 (68.9-95.5)	86.9 (70.2-94.9)	83.4 (57.0-95.0)
Immunizations	91.4 (81.9-96.1)	92.2 (73.0-98.1)	92.0 (77.7-97.4)	87.5 (58.5-97.2)
Mental health care	93.6 (84.7-97.4)	96.4 (77.5-99.5)	92.4 (71.1-98.4)	86.1 (55.4-96.9)
Prescription drugs	93.7 (86.9-97.1)	97.2 (83.7-99.6)	91.1 (74.4-97.3)	88.1 (60.1-97.3)
Preventive healthcare	97.3 (91.4-99.2)	100	95.8 (84.6-99.0)	91.9 (59.2-98.9)
Tobacco use cessation	61.6 (47.2-74.3)	61.3 (35.6-81.9)	65.5 (41.8-83.4)	57.3 (30.8-80.1)
Vision care	86.2 (72.7-93.6)	86.5 (58.8-96.6)	91.5 (73.9-97.6)	75.0 (49.4-90.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 8.2. Percentage of nonpublic schools requiring examinations and screenings for faculty and staff, by school level—SHPPS 2014

Examination or screening	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Physical health examinations				
Prior to employment				
Required for all faculty and staff	5.5 (1.5-18.1)	4.1 (0.6-25.0)	8.9 (2.8-25.3)	2.8 (0.4-17.7)
Required depending on the position the person will have	18.4 (10.6-30.1)	29.7 (15.3-49.8)	8.3 (2.6-23.3)	5.5 (1.2-21.6)
Required depending on something other than the person's position	0	0	0	0
Not required for any faculty or staff	76.1 (64.3-84.9)	66.2 (46.1-81.7)	82.8 (66.3-92.1)	91.6 (75.6-97.5)
Periodic while employed				
Required for all faculty and staff	2.6 (0.8-8.3)	2.8 (0.4-16.3)	2.3 (0.3-15.0)	2.8 (0.4-17.2)
Required depending on the person's position	6.0 (2.4-14.3)	10.1 (3.2-27.7)	0	5.1 (1.2-20.0)
Required depending on something other than the person's position	2.2 (0.3-14.0)	4.4 (0.7-24.4)	0	0
Not required for any faculty or staff	89.2 (79.7-94.5)	82.7 (66.3-92.0)	97.7 (85.0-99.7)	92.1 (76.9-97.6)
Drug testing				
Prior to employment				
Required for all faculty and staff	2.3 (0.8-6.7)	0	2.8 (0.4-17.8)	8.1 (1.9-28.5)
Required depending on the position the person will have	6.2 (2.0-17.5)	9.5 (2.4-31.1)	4.2 (1.1-15.5)	0
Required depending on something other than the person's position	0	0	0	0
Not required for any faculty or staff	91.6 (81.5-96.4)	90.5 (68.9-97.6)	93.0 (79.9-97.8)	91.9 (71.5-98.1)
Periodic while employed				
Required for all faculty and staff	0.5 (0.1-3.3)	0	0	2.9 (0.4-17.8)
Required depending on the person's position	8.7 (3.6-19.6)	11.3 (3.6-30.1)	2.8 (0.4-17.8)	12.3 (3.7-33.9)
Required depending on something other than the person's position	2.9 (0.6-12.8)	4.4 (0.7-24.4)	2.0 (0.3-13.1)	0
Not required for any faculty or staff	88.0 (77.2-94.0)	84.3 (66.2-93.7)	95.2 (82.1-98.9)	84.9 (63.9-94.7)
Tuberculosis (TB)				
Screening ¹ prior to employment				
Required for all faculty and staff	16.8 (9.5-27.9)	18.8 (7.9-38.4)	18.4 (9.3-33.0)	7.7 (2.2-23.6)
Required depending on the position the person will have	10.4 (4.5-22.1)	12.7 (3.9-34.2)	2.2 (0.3-14.6)	19.3 (4.5-55.1)
Not required for any faculty or staff	72.8 (60.4-82.5)	68.5 (48.3-83.5)	79.4 (64.4-89.1)	72.9 (42.7-90.7)
Testing ² prior to employment				
Required for all faculty and staff	11.5 (5.5-22.6)	11.6 (3.5-32.4)	15.0 (7.0-29.3)	4.3 (0.6-24.6)
Required depending on the position the person will have	11.5 (4.9-24.6)	15.3 (4.8-39.2)	0	23.1 (6.4-56.9)
Required only for faculty and staff previously identified through screening	10.6 (5.3-20.0)	13.7 (5.2-31.5)	9.0 (3.4-22.0)	4.3 (1.0-16.8)
Not required for any faculty or staff	66.4 (52.1-78.2)	59.5 (38.7-77.4)	76.0 (59.1-87.4)	68.3 (40.0-87.4)
Periodic TB testing while employed				
Required for all faculty and staff	12.3 (4.7-28.6)	12.9 (3.0-41.3)	16.2 (7.7-30.9)	2.9 (0.4-18.2)
Required for faculty and staff depending on the person's position	1.5 (0.3-7.1)	2.4 (0.3-15.9)	0	2.1 (0.3-14.2)
Required only for faculty and staff previously identified through screening	2.8 (0.7-10.3)	5.6 (1.4-20.1)	0	0
Not required for any faculty and staff while employed	83.4 (68.6-92.0)	79.2 (55.3-92.1)	83.8 (69.1-92.3)	95.0 (81.1-98.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Defined as the identification of individuals meeting certain risk criteria. Faculty and staff meeting these criteria would then be referred for TB testing or required to provide evidence of medical clearance.

² Defined as a clinical test for TB.

Table 8.3. Percentage of schools offering specific types of screening to faculty and staff,¹ by school level—SHPPS 2014

Type of screening	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Blood pressure	37.4 (32.2-42.9)	34.9 (27.8-42.7)	37.6 (30.4-45.4)	43.5 (35.2-52.1)
Body mass index	23.6 (18.8-29.2)	22.0 (15.7-29.9)	23.5 (17.3-31.1)	27.8 (20.5-36.5)
Breast cancer	6.0 (3.7-9.6)	5.7 (2.7-11.5)	5.1 (2.5-9.9)	8.2 (4.5-14.5)
Colorectal cancer	3.1 (1.8-5.4)	2.5 (1.1-5.6)	2.9 (1.0-8.0)	5.2 (2.3-11.2)
Diabetes	19.6 (15.3-24.9)	17.4 (11.9-24.8)	21.2 (15.2-28.6)	23.2 (16.2-32.0)
Oral health	10.7 (7.8-14.5)	10.2 (6.4-15.9)	8.0 (4.6-13.5)	15.6 (10.9-21.9)
Serum cholesterol	22.7 (17.9-28.4)	20.0 (14.0-27.7)	23.8 (17.5-31.5)	28.1 (20.3-37.6)
Skin cancer	3.1 (1.7-5.6)	3.3 (1.3-8.2)	2.0 (0.5-7.0)	4.3 (1.8-10.2)

¹ Regardless of what is covered through their health insurance.

Table 8.4. Percentage of schools offering specific health promotion activities and services to faculty and staff,¹ by school level—SHPPS 2014

Activity or service	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Asthma management education	20.7 (16.7-25.3)	20.1 (14.7-26.9)	20.1 (13.9-28.2)	23.0 (16.7-30.9)
Cardiopulmonary resuscitation education	72.4 (67.3-77.0)	71.5 (63.7-78.1)	70.1 (62.4-76.7)	77.7 (70.1-83.8)
Conflict resolution education	32.9 (28.3-37.9)	30.9 (24.0-38.8)	38.1 (30.6-46.2)	31.0 (23.7-39.3)
Counseling for emotional disorders	23.9 (19.5-28.8)	24.7 (18.5-32.2)	22.9 (16.4-30.9)	23.0 (17.0-30.4)
Crisis intervention for personal problems	28.1 (23.3-33.5)	27.9 (21.3-35.6)	26.6 (19.4-35.4)	30.7 (23.2-39.4)
Diabetes management education	21.5 (17.4-26.2)	19.6 (14.1-26.6)	21.7 (16.2-28.4)	25.7 (19.0-33.8)
Emergency preparedness	85.8 (82.0-89.0)	84.2 (77.7-89.1)	88.8 (83.3-92.6)	86.0 (80.1-90.4)
Employee Assistance Program	37.2 (31.6-43.1)	36.3 (28.7-44.5)	36.6 (29.4-44.6)	40.2 (31.8-49.2)
First aid education	68.0 (63.1-72.5)	68.3 (61.2-74.7)	66.9 (59.1-73.9)	68.6 (60.5-75.7)
Health risk appraisals	21.2 (16.6-26.7)	18.3 (12.7-25.8)	24.9 (18.6-32.5)	23.6 (16.5-32.6)
Identification of or referrals for physical, sexual, or emotional abuse	20.2 (16.2-24.8)	20.3 (14.9-27.2)	14.5 (9.8-21.1)	27.2 (19.9-35.9)
Immunizations	60.4 (54.7-65.8)	58.7 (50.5-66.5)	58.6 (50.5-66.3)	66.7 (57.2-75.1)
Indoor or outdoor school physical facilities or equipment made available	70.2 (65.0-74.8)	67.8 (60.1-74.6)	66.4 (58.4-73.5)	81.1 (74.4-86.5)
Infectious disease prevention	63.9 (59.3-68.1)	65.5 (58.1-72.2)	59.9 (52.3-67.1)	65.0 (56.7-72.4)
Nutrition education	31.4 (26.4-36.9)	31.0 (24.0-39.0)	34.8 (28.3-42.0)	28.0 (21.6-35.5)
Physical activity and fitness counseling	25.2 (20.8-30.1)	22.3 (16.3-29.6)	26.4 (19.5-34.6)	30.8 (23.9-38.6)
Physical activity programs	50.0 (45.0-55.0)	49.2 (41.4-57.0)	48.3 (40.0-56.8)	54.4 (46.6-62.1)
Pre- or post-natal education	2.4 (1.3-4.2)	2.2 (0.8-5.8)	0	6.1 (3.0-11.8)
Referrals for child care or elder care	14.0 (10.7-18.2)	15.3 (10.4-22.0)	10.4 (6.5-16.1)	15.6 (10.4-22.7)
Referrals for oral health problems	6.7 (4.5-9.8)	7.2 (4.0-12.5)	5.5 (2.9-10.3)	7.1 (4.1-11.9)
Stress management education	25.5 (21.1-30.6)	26.5 (19.8-34.6)	24.8 (18.6-32.2)	24.0 (17.3-32.3)
Subsidies or discounts for off-site health promotion activities	39.7 (34.3-45.4)	44.1 (36.3-52.2)	32.9 (25.8-40.9)	37.5 (30.0-45.7)
Tobacco use cessation	16.1 (12.4-20.6)	15.0 (10.1-21.6)	13.8 (9.1-20.5)	21.8 (16.3-28.6)
Weight management	30.4 (25.5-35.8)	29.5 (22.7-37.5)	28.7 (21.9-36.6)	34.9 (27.3-43.3)
Worksite safety education	65.7 (60.3-70.7)	69.2 (60.7-76.6)	58.8 (51.1-66.1)	66.0 (57.0-74.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Regardless of what is covered through their health insurance.

Table 8.5. Percentage of schools that provided specific incentives for faculty and staff participation or goal achievement in health promotion programs,¹ by school level—SHPPS 2014

Type of incentive	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Certificates or awards	16.6 (12.6-21.5)	16.2 (10.9-23.3)	18.0 (12.3-25.5)	15.6 (10.9-21.8)
Gifts	16.6 (12.8-21.3)	16.3 (11.2-23.1)	17.2 (11.9-24.2)	16.8 (11.8-23.2)
Health insurance premium discounts	16.0 (12.1-20.9)	17.1 (11.6-24.4)	15.6 (10.9-22.0)	13.8 (7.8-23.3)
Monetary incentives	17.4 (13.2-22.5)	16.2 (10.8-23.5)	20.7 (14.5-28.7)	16.0 (10.5-23.7)
Paid time off	2.7 (1.6-4.7)	2.0 (0.8-5.0)	4.0 (2.0-7.9)	2.9 (1.1-7.0)
Public recognition	18.0 (13.9-23.0)	17.1 (11.7-24.4)	17.6 (12.0-25.0)	20.8 (15.8-26.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

Table 8.6. Percentage of schools for which specific agencies and organizations offered faculty and staff health promotion activities or services,¹ by school level—SHPPS 2014

Agency or organization	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Community health clinic or health center	28.5 (23.5-34.1)	28.6 (21.6-36.9)	27.2 (20.3-35.4)	30.0 (23.0-38.0)
Health organization ²	29.4 (24.7-34.6)	31.2 (24.0-39.3)	21.5 (15.7-28.9)	35.4 (27.8-43.8)
Local business	16.9 (13.2-21.4)	18.6 (13.0-26.0)	14.9 (9.9-21.7)	15.1 (10.2-21.7)
Local health department	27.5 (22.7-32.9)	28.8 (22.3-36.3)	20.6 (15.0-27.5)	33.4 (26.0-41.7)
Local health or fitness club	29.4 (24.2-35.3)	33.1 (25.3-42.1)	25.0 (18.3-33.2)	25.9 (19.7-33.3)
Local hospital	19.5 (15.9-23.7)	18.4 (13.1-25.1)	16.9 (12.1-23.2)	26.0 (19.1-34.2)
Local mental health or social services agency	14.9 (11.1-19.8)	15.4 (10.0-22.9)	13.5 (8.9-20.1)	15.5 (10.9-21.5)
Managed care organization	9.1 (6.7-12.3)	6.7 (3.7-12.0)	10.4 (6.5-16.3)	13.6 (8.1-22.0)
School district	58.2 (52.2-63.9)	59.5 (50.5-67.8)	57.7 (48.9-66.1)	55.6 (46.8-64.0)
University, medical school, or nursing school	11.6 (8.3-16.0)	13.6 (8.6-20.8)	9.1 (5.1-15.6)	9.9 (6.1-15.7)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

² Such as the American Heart Association or the American Cancer Society.

Table 8.7. Percentage of schools that took specific actions to promote faculty and staff health promotion activities or services,¹ by school level—SHPPS 2014

Action	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Announcements made at staff meetings	50.4 (44.8-56.0)	50.7 (42.4-58.9)	44.5 (36.8-52.5)	57.4 (48.3-66.0)
Competitions held between groups of faculty and staff	38.9 (33.9-44.1)	34.5 (27.3-42.5)	44.1 (36.5-51.9)	43.3 (35.0-52.1)
Emails sent to faculty and staff	60.4 (54.7-65.8)	55.9 (47.3-64.3)	61.9 (53.5-69.6)	69.6 (61.0-77.0)
Fliers or bulletins posted at the school	51.7 (46.4-57.0)	48.7 (40.8-56.8)	51.2 (43.1-59.3)	59.8 (51.9-67.2)
Letters mailed directly to faculty and staff	14.6 (11.2-18.7)	13.1 (8.6-19.3)	17.0 (12.0-23.4)	15.2 (9.6-23.2)
Notices included with paychecks or sent with pay stubs	12.1 (9.2-15.7)	9.7 (6.1-15.1)	14.4 (9.5-21.2)	15.1 (9.4-23.3)
Notices or articles appeared in school newsletters or newspapers	24.0 (19.7-28.9)	23.7 (17.5-31.3)	22.8 (16.9-30.2)	26.2 (19.7-34.0)
Notices posted on the school Web site	24.5 (19.9-29.9)	25.4 (18.8-33.4)	24.2 (18.5-31.0)	22.7 (16.7-30.2)
Release time given for participation in health promotion activities	16.3 (12.5-20.9)	15.9 (10.8-22.7)	15.2 (10.2-22.1)	18.6 (13.0-25.8)
Special assemblies or presentations offered	16.2 (12.4-20.7)	14.1 (9.2-21.2)	17.3 (11.7-24.8)	19.8 (13.4-28.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

Table 8.8. Percentage of schools with a faculty and staff health promotion coordinator and among those schools, percentage in which the coordinator worked on health promotion activities and services with other school staff, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Someone at school oversees or coordinates health promotion activities or services for school's faculty and staff	33.7 (28.9-38.8)	30.1 (23.3-37.8)	36.7 (29.4-44.6)	38.6 (30.7-47.2)
Coordinator worked on health promotion activities or services for faculty and staff with the following staff ¹				
Health education	59.0 (50.3-67.2)	54.4 (40.8-67.5)	67.5 (54.6-78.2)	57.5 (42.1-71.6)
Health services	63.7 (55.1-71.5)	61.2 (47.1-73.6)	67.9 (55.7-78.0)	63.3 (48.9-75.6)
Mental health or social services	36.2 (28.4-44.8)	34.7 (22.6-49.1)	42.6 (31.1-55.1)	31.1 (20.7-43.8)
Nutrition or food service	45.9 (37.0-55.0)	48.9 (34.7-63.2)	41.8 (29.9-54.9)	45.1 (31.9-59.1)
Physical education	60.2 (51.6-68.2)	60.4 (46.3-72.9)	64.9 (53.5-74.7)	54.1 (39.4-68.1)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study, among schools with a coordinator.

Table 8.9. Percentage of schools engaging in other practices related to faculty and staff health promotion, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
School allows faculty and staff to use sick leave to care for own sick children	98.0 (86.6-99.7)	96.1 (76.1-99.5)	100	100
School requires that faculty and staff receive annual flu vaccinations while employed	2.1 (0.3-14.0)	4.2 (0.6-25.4)	0	0
School recommends that faculty and staff receive annual flu vaccinations while employed	70.6 (57.7-80.9)	72.7 (50.5-87.4)	65.7 (50.3-78.4)	73.9 (51.9-88.1)
School has conducted a needs assessment of health promotion activities or services for faculty and staff ¹	17.1 (13.2-21.8)	14.0 (8.8-21.4)	21.6 (16.0-28.6)	19.0 (13.2-26.6)
School assessed faculty and staff satisfaction with health promotion activities or services ²	19.5 (15.3-24.5)	18.4 (12.7-25.9)	18.4 (13.0-25.4)	23.6 (16.7-32.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among the 99.0% of schools overall, 99.2% of elementary schools, 98.9% of middle schools, and 98.8% of high schools that offered any health promotion activities, services, or programs.

² During the 2 years before the study.

Family Engagement

Table 9.1. Percentage of schools that engaged families in health education,¹ by school level—SHPPS 2014

Method of engagement	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Collected suggestions from students' families about school health education	16.3 (13.0-20.2)	11.5 (7.4-17.5)	23.2 (16.9-31.1)	18.6 (13.3-25.3)
Discussed student performance in health education as part of parent-teacher conferences	51.8 (46.2-57.3)	35.2 (27.3-44.1)	62.5 (53.7-70.5)	76.5 (68.5-83.0)
Invited families of all students to attend health education classes or other health education activities (e.g., a health fair or field trip)	39.0 (34.0-44.3)	43.3 (34.8-52.2)	34.8 (27.6-42.7)	34.3 (27.1-42.2)
Met with a parents' organization (e.g., the PTA) to discuss school health education	30.9 (26.3-36.0)	33.0 (25.7-41.3)	29.4 (22.5-37.4)	27.9 (21.0-36.0)
Offered any health education to families of all students	28.1 (23.0-33.8)	30.8 (22.9-40.0)	27.1 (20.2-35.3)	22.6 (16.5-30.2)
Provided families of all students with information on school health education	60.5 (54.9-65.8)	58.3 (49.4-66.7)	62.4 (54.7-69.5)	63.2 (54.3-71.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

Table 9.2. Percentage of classes or courses in which teachers engaged families in health education, by school level—SHPPS 2014

Method of engagement	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Collected suggestions from students' families about the class	13.2 (8.7-19.6)	13.1 (7.5-21.9)	11.7 (6.6-19.8)	15.9 (7.5-30.6)
Gave students homework or projects that involve family members	47.3 (39.8-54.9)	43.5 (33.4-54.2)	54.2 (43.6-64.4)	60.6 (50.0-70.4)
Invited families of all students in the class to attend the class or other health education activities (e.g., a health fair or field trip)	24.5 (17.9-32.6)	24.0 (15.5-35.2)	24.7 (16.6-34.9)	27.3 (17.0-40.8)
Provided families of all students in the class with information on the class	62.5 (55.7-68.9)	58.1 (48.9-66.7)	70.9 (61.4-78.9)	77.4 (68.6-84.3)
Provided strategies to help students promote the health of family members	56.4 (48.6-64.0)	50.5 (40.5-60.4)	67.7 (57.5-76.4)	76.4 (67.3-83.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 9.3. Percentage of schools that engaged families in physical education,¹ by school level—SHPPS 2014

Method of engagement	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Collected suggestions from students' families about school physical education	20.6 (17.1-24.6)	20.1 (15.1-26.3)	25.7 (19.2-33.5)	15.3 (10.2-22.4)
Discussed student performance in physical education as part of parent-teacher conferences	71.2 (66.3-75.7)	62.3 (54.8-69.2)	80.4 (73.2-86.0)	81.7 (74.6-87.2)
Invited families of all students to attend physical education classes	36.9 (32.1-42.0)	42.7 (35.6-50.0)	39.5 (31.9-47.7)	18.9 (13.5-25.8)
Invited families of all students to volunteer at physical activity programs (e.g., field day)	64.2 (59.7-68.5)	81.2 (74.6-86.4)	57.8 (49.7-65.5)	29.8 (22.8-37.8)
Met with a parents' organization (e.g., the PTA) to discuss school physical education	34.2 (29.7-39.0)	38.7 (31.2-46.8)	33.6 (26.8-41.2)	23.4 (17.3-30.8)
Offered school-wide physical activity or sports events (e.g., fun runs) to families of all students	59.2 (54.2-63.9)	69.3 (62.0-75.6)	54.3 (45.9-62.5)	39.9 (32.2-48.1)
Provided families of all students with information on physical activity ²	57.6 (52.1-62.9)	57.4 (48.9-65.4)	62.5 (55.0-69.5)	51.6 (43.0-60.0)
Provided families of all students with information on school physical education	70.0 (65.0-74.6)	67.8 (59.9-74.9)	74.6 (66.5-81.3)	69.5 (60.4-77.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

² Not including information on physical education.

Table 9.4. Percentage of classes or courses in which teachers engaged families in physical education or physical activity, by school level—SHPPS 2014

Activity	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Collected suggestions from students' families about the class	13.6 (10.3-17.9)	13.9 (9.8-19.4)	14.2 (9.3-21.2)	10.3 (5.6-18.2)
Gave students homework or projects that involve family members	28.2 (22.8-34.2)	28.3 (21.6-36.1)	30.6 (23.6-38.6)	22.9 (16.2-31.4)
Invited families of all students in the class to attend the class	32.5 (26.8-38.8)	33.5 (26.4-41.5)	34.7 (26.7-43.5)	20.3 (13.9-28.6)
Provided families of all students in the class with information on the class	69.9 (64.3-75.1)	67.1 (59.8-73.7)	80.7 (73.0-86.5)	75.4 (65.0-83.4)
Provided strategies to help students promote physical activity among family members	60.6 (54.7-66.2)	63.8 (56.3-70.7)	52.2 (44.1-60.2)	47.6 (37.1-58.3)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 9.5. Percentage of schools that engaged families in nutrition services¹—SHPPS 2014

Activity	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Invited family members of all students to a school meal	53.3 (46.9-59.5)	58.3 (49.3-66.8)	50.3 (41.8-58.8)	44.4 (35.5-53.7)
Made information available to families of all students on the nutrition and caloric content of foods available to students	60.2 (53.8-66.3)	62.1 (53.1-70.3)	59.6 (50.7-67.9)	56.5 (48.0-64.6)
Made information available to families of all students on the school nutrition services program	79.0 (73.8-83.4)	84.1 (78.0-88.7)	75.5 (67.4-82.1)	70.9 (61.6-78.8)
Made menus available to families of all students	94.7 (91.9-96.6)	97.0 (93.0-98.7)	94.3 (88.8-97.1)	89.7 (83.3-93.7)
Met with a parents' organization (e.g., the PTA) to discuss the school nutrition services program	27.3 (22.4-32.7)	31.2 (24.4-39.0)	24.5 (17.8-32.6)	21.3 (15.7-28.2)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

Table 9.6. Percentage of schools that engaged families in health services,¹ by school level—SHPPS 2014

Method of engagement	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Collected suggestions from students' families about school health services	20.5 (16.9-24.6)	20.8 (15.4-27.5)	20.0 (14.8-26.6)	20.4 (14.9-27.3)
Invited families of all students to tour the standard school health services facilities	33.0 (27.8-38.5)	35.1 (27.9-43.1)	32.7 (25.7-40.7)	27.7 (20.5-36.1)
Met with a parents' organization (e.g., the PTA) to discuss standard ² school health services	27.2 (22.7-32.3)	29.4 (22.8-37.1)	26.7 (19.9-34.9)	22.3 (16.3-29.6)
Provided families of all students with information on standard school health services	69.1 (63.6-74.0)	70.0 (62.3-76.8)	68.6 (60.2-76.0)	67.2 (58.8-74.6)
Sent letters or emails or posted information on a school Web site to inform students and families about an infectious disease outbreak at school ³	33.7 (28.9-38.9)	34.4 (27.5-42.1)	33.6 (26.2-41.9)	32.1 (24.6-40.6)
Sent letters or emails, or posted information on a school Web site to inform students and families about how to prevent infectious diseases	74.1 (68.7-78.8)	75.8 (68.5-81.9)	69.7 (61.0-77.2)	75.1 (67.1-81.6)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

² Standard services are those available to all students at the school.

³ An additional 53.0% of schools overall, 49.8% of elementary schools, 56.4% of middle schools, and 56.4% of high schools did not have an infectious disease outbreak during the 12 months before the study.

Table 9.7. Percentage of schools that engaged families in mental health and social services,¹ by school level—SHPPS 2014

Method of engagement	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Collected suggestions from students' families about school mental health or social services	37.2 (32.1-42.7)	37.5 (29.7-46.0)	34.8 (27.4-43.0)	40.0 (31.9-48.8)
Invited families of all students to tour the standard mental health and social service facilities	26.0 (21.8-30.7)	23.4 (17.6-30.3)	27.4 (21.0-34.7)	30.5 (22.4-40.0)
Met with a parents' organization (e.g., the PTA) to discuss standard ² school mental health and social services	39.2 (34.2-44.5)	38.4 (30.7-46.8)	42.5 (35.7-49.7)	36.7 (28.9-45.2)
Provided families of all students with information on school mental health and social services	72.6 (67.6-77.1)	73.4 (65.0-80.4)	68.6 (60.7-75.5)	76.0 (68.0-82.5)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 12 months before the study.

² Standard services are those available to all students at the school.

Table 9.8. Percentage of schools in which all, most, or some faculty engaged in practices to promote family involvement, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Contacted families to communicate about problems with their child				
All faculty	70.1 (65.9-74.0)	79.8 (73.4-84.9)	70.2 (62.7-76.7)	45.7 (37.8-53.8)
Most faculty	23.7 (20.1-27.8)	15.1 (10.4-21.4)	24.2 (18.1-31.7)	44.5 (36.5-52.8)
Some faculty	5.2 (3.6-7.5)	4.3 (2.1-8.6)	5.0 (2.6-9.6)	7.8 (4.7-12.6)
Contacted families to communicate praise about their child				
All faculty	38.2 (33.7-42.9)	45.9 (38.4-53.7)	35.1 (27.8-43.2)	23.2 (16.7-31.3)
Most faculty	35.0 (30.3-39.9)	34.4 (27.4-42.0)	38.6 (31.2-46.5)	31.8 (24.5-40.2)
Some faculty	26.3 (22.6-30.5)	19.3 (14.4-25.3)	26.3 (20.5-33.1)	43.8 (35.6-52.4)
Discussed with families ways to reinforce learning at home				
All faculty	53.0 (48.5-57.6)	69.0 (61.0-75.9)	46.5 (38.6-54.6)	21.7 (15.8-29.1)
Most faculty	33.0 (28.7-37.6)	27.8 (21.2-35.5)	38.5 (31.3-46.2)	39.0 (31.2-47.5)
Some faculty	13.4 (10.8-16.6)	2.8 (1.3-6.3)	15.0 (10.4-21.2)	37.8 (30.1-46.3)
Encouraged families to attend parent-teacher conferences				
All faculty	84.0 (80.5-87.0)	92.7 (87.7-95.8)	82.0 (75.5-87.1)	64.9 (55.8-73.0)
Most faculty	11.6 (9.0-14.8)	5.6 (3.0-10.3)	12.3 (8.1-18.2)	25.4 (18.7-33.6)
Some faculty	2.8 (1.8-4.4)	0.4 (0.1-2.9)	4.4 (2.3-8.3)	6.8 (3.6-12.7)
Encouraged families to volunteer at the school				
All faculty	51.0 (46.1-55.9)	63.6 (56.2-70.5)	45.0 (37.5-52.8)	27.3 (19.9-36.2)
Most faculty	27.4 (23.3-32.1)	27.1 (20.8-34.4)	26.4 (20.1-33.8)	29.7 (23.7-36.5)
Some faculty	20.5 (17.1-24.4)	8.5 (5.2-13.6)	28.1 (21.8-35.4)	40.7 (32.8-49.1)
Encouraged family participation in PTA meetings				
All faculty	48.8 (43.5-54.2)	61.4 (53.3-68.9)	42.6 (34.6-51.0)	25.6 (19.2-33.3)
Most faculty	14.0 (11.4-17.2)	12.2 (8.2-17.9)	16.4 (11.3-23.2)	15.5 (10.7-21.9)
Some faculty	20.6 (16.9-25.0)	17.8 (12.4-25.0)	21.1 (15.4-28.3)	27.0 (20.5-34.6)
Provided families with the opportunity to review curricula				
All faculty	64.4 (59.3-69.2)	71.4 (63.8-78.0)	57.0 (49.0-64.7)	56.5 (47.8-64.8)
Most faculty	17.7 (14.4-21.5)	13.6 (9.4-19.4)	21.2 (15.6-28.1)	23.3 (17.6-30.3)
Some faculty	14.1 (10.7-18.5)	10.6 (6.3-17.3)	18.7 (13.4-25.4)	17.1 (11.4-24.7)
Provided families with copies of assignments				
All faculty	55.5 (50.5-60.5)	65.2 (57.4-72.3)	49.2 (41.2-57.2)	39.7 (31.6-48.3)
Most faculty	27.2 (23.0-31.8)	22.5 (16.3-30.1)	34.3 (27.4-42.0)	29.8 (23.0-37.6)
Some faculty	14.8 (11.6-18.7)	10.1 (6.0-16.4)	13.2 (8.8-19.4)	28.6 (21.2-37.3)
Provided students' families with a way to communicate directly with teachers (e.g., voicemail or an e-mail address)				
All faculty	85.6 (81.7-88.8)	88.3 (82.4-92.4)	84.7 (77.8-89.7)	80.0 (72.1-86.1)
Most faculty	11.6 (8.8-15.2)	9.1 (5.5-14.8)	11.7 (7.4-18.0)	17.8 (12.1-25.4)
Some faculty	2.2 (1.2-4.2)	1.7 (0.5-5.7)	3.6 (1.6-8.0)	1.6 (0.6-4.5)
Requested that families regularly review and sign homework assignments				
All faculty	47.9 (42.4-53.5)	63.1 (54.9-70.6)	43.4 (35.4-51.7)	16.0 (10.4-23.8)
Most faculty	27.3 (23.0-32.0)	25.0 (19.0-32.1)	30.5 (23.5-38.6)	28.7 (20.5-38.6)
Some faculty	20.7 (17.2-24.8)	9.1 (5.1-15.5)	23.7 (18.2-30.3)	45.9 (37.0-54.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Community Involvement

Table 10.1. Percentage of health education classes or courses in which teachers asked students to participate in activities in the community, by school level—SHPPS 2014

Activity	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Advocate for a health-related issue	31.4 (24.7-39.0)	26.0 (17.7-36.4)	42.7 (34.4-51.4)	48.3 (37.4-59.4)
Gather information about health services that are available in the community, such as health screenings	12.7 (9.1-17.4)	4.5 (1.8-11.0)	29.2 (20.4-39.8)	38.6 (27.8-50.6)
Identify advertising in the community designed to influence health behaviors	31.1 (25.1-37.8)	24.6 (17.2-33.9)	44.4 (34.6-54.6)	51.5 (41.4-61.5)
Identify potential injury sites at school, home, or in the community	35.0 (28.1-42.6)	33.5 (24.2-44.2)	38.4 (28.7-49.2)	39.3 (29.2-50.4)
Participate in or attend a community health fair	10.7 (6.5-17.3)	9.2 (4.1-19.4)	12.6 (7.1-21.4)	17.4 (9.0-31.1)
Perform volunteer work at a hospital, a local health department, or any other local organization that addresses health issues	5.7 (3.5-9.1)	2.7 (0.8-8.7)	11.9 (6.3-21.2)	14.7 (8.9-23.2)
Visit a store to compare prices of health products	9.3 (6.4-13.4)	5.8 (2.8-11.5)	10.4 (5.9-17.9)	30.1 (19.9-42.8)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 10.2. Percentage of physical education classes or courses in which teachers asked students to participate in activities in the community, by school level—SHPPS 2014

Activity	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Gather information about physical activity programs that are available in the community (e.g., activities at clubs or parks)	28.6 (23.1-34.8)	28.4 (21.6-36.4)	32.5 (25.5-40.3)	23.5 (15.1-34.7)
Participate in or attend a community health fair	17.5 (13.0-23.3)	18.0 (12.4-25.4)	17.1 (11.0-25.6)	14.5 (7.3-26.8)
Perform volunteer work with a local physical activity program or event (e.g., Little League or a fun run)	24.3 (19.1-30.4)	24.2 (17.8-32.0)	26.7 (19.9-34.8)	21.6 (15.0-30.0)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

Table 10.3. Percentage of schools in which groups helped develop, communicate, or implement policies or activities related to specific topics,¹ by school level—SHPPS 2014

Topic	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Alcohol-use prevention				
Students	23.6 (19.8-27.9)	16.6 (12.0-22.5)	22.9 (17.0-30.1)	42.5 (34.3-51.1)
Students' families	16.1 (12.8-20.0)	12.3 (8.0-18.5)	17.2 (12.2-23.6)	24.1 (17.0-33.0)
Community members	24.4 (20.3-29.1)	21.3 (15.5-28.5)	23.7 (17.9-30.7)	33.5 (25.9-41.9)
Health services				
Students	17.4 (14.0-21.4)	11.9 (7.8-17.6)	16.8 (12.0-23.0)	32.2 (25.3-39.9)
Students' families	24.8 (20.2-29.9)	25.9 (19.9-32.9)	19.4 (13.9-26.3)	29.1 (21.9-37.5)
Teachers	38.2 (33.4-43.2)	35.1 (28.2-42.6)	32.9 (26.3-40.3)	53.0 (44.9-61.0)
Other community members	29.7 (25.4-34.4)	28.0 (22.0-35.0)	26.0 (20.0-33.0)	38.8 (31.2-47.1)
Illegal drug-use prevention				
Students	27.1 (23.2-31.4)	20.4 (15.4-26.6)	25.8 (19.5-33.3)	46.0 (37.7-54.4)
Students' families	18.1 (14.7-22.0)	14.3 (9.8-20.5)	17.6 (12.8-23.7)	28.4 (21.0-37.2)
Community members	26.2 (21.9-30.9)	22.3 (16.5-29.5)	25.3 (19.5-32.1)	37.2 (29.4-45.8)
Injury prevention				
Students	22.4 (18.2-27.2)	20.9 (15.0-28.4)	19.8 (14.4-26.4)	29.8 (22.6-38.1)
Students' families	17.1 (13.5-21.4)	17.2 (11.8-24.4)	15.2 (10.6-21.4)	19.4 (13.5-27.1)
Community members	24.3 (20.1-29.0)	23.3 (17.0-31.0)	21.9 (16.5-28.6)	30.0 (23.3-37.5)
Mental health or social services				
Students	44.6 (39.6-49.7)	41.2 (33.2-49.8)	44.0 (36.4-51.9)	53.5 (45.8-60.9)
Students' families	38.4 (33.3-43.9)	39.0 (30.6-48.0)	34.7 (27.4-42.7)	42.1 (34.0-50.7)
Teachers	65.2 (60.5-69.6)	67.7 (59.8-74.7)	57.9 (50.0-65.4)	68.7 (60.2-76.2)
Other community members	44.1 (38.9-49.4)	39.9 (32.0-48.5)	40.9 (33.0-49.2)	58.4 (49.0-67.2)
Nutrition services				
Students	30.6 (25.8-35.8)	27.5 (21.4-34.6)	31.3 (24.2-39.5)	37.4 (29.8-45.8)
Students' families	24.6 (19.8-30.1)	24.9 (18.4-32.7)	26.1 (19.2-34.4)	22.0 (16.2-29.2)
Community members	22.5 (18.4-27.2)	22.0 (16.2-29.3)	22.2 (16.2-29.7)	24.1 (18.2-31.3)
Physical activity				
Students	39.6 (35.0-44.5)	37.8 (30.7-45.5)	40.2 (32.8-48.0)	43.5 (35.5-51.8)
Students' families	25.1 (21.2-29.5)	28.4 (22.4-35.3)	23.0 (16.6-31.1)	19.5 (13.9-26.8)
Other community members	26.9 (22.9-31.4)	30.4 (24.1-37.6)	20.6 (15.0-27.6)	26.3 (19.7-34.1)
Tobacco-use prevention				
Students	23.3 (19.2-28.1)	19.0 (13.9-25.5)	27.3 (20.9-34.7)	29.2 (21.9-37.8)
Students' families	14.5 (11.2-18.4)	13.8 (9.2-20.2)	16.2 (11.3-22.6)	13.8 (8.7-21.4)
Community members	22.7 (18.6-27.3)	22.7 (16.8-30.0)	24.0 (18.3-30.9)	20.8 (14.7-28.7)
Violence prevention				
Students	43.6 (38.5-48.9)	36.8 (29.7-44.5)	48.3 (40.6-56.0)	55.0 (46.2-63.4)
Students' families	34.5 (29.8-39.6)	33.4 (26.6-41.0)	35.5 (28.3-43.5)	35.9 (28.7-43.9)
Community members	39.3 (34.6-44.2)	35.2 (27.8-43.3)	41.4 (33.8-49.4)	47.1 (38.5-55.9)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ During the 2 years before the survey.

Table 10.4. Percentage of schools with specific practices related to community involvement, by school level—SHPPS 2014

Practice	Total (%)	Elementary schools (%)	Middle schools (%)	High schools (%)
Provides community service opportunities for students	73.7 (69.2-77.7)	62.4 (54.8-69.5)	79.0 (72.2-84.4)	95.0 (90.5-97.4)
Community service is¹				
Required for all students	23.2 (18.7-28.3)	15.9 (9.9-24.6)	25.2 (18.7-33.1)	32.9 (25.4-41.4)
Required for students in specific grades	14.3 (10.0-19.9)	10.9 (5.2-21.4)	18.3 (11.2-28.4)	16.1 (8.7-27.9)
Required for students who meet specific criteria (e.g., honor students)	31.5 (25.9-37.7)	14.8 (8.3-25.0)	29.9 (21.6-39.7)	66.2 (55.9-75.1)
Voluntary for all students	81.1 (75.6-85.6)	87.4 (77.5-93.3)	75.5 (65.8-83.2)	75.2 (65.6-82.8)
Provides service-learning opportunities for students	51.5 (46.5-56.5)	40.0 (32.3-48.2)	55.5 (47.2-63.5)	75.1 (66.9-81.9)
Service learning is²				
Required for all students	22.8 (17.6-29.0)	25.7 (16.6-37.6)	21.3 (14.3-30.4)	20.3 (13.2-29.8)
Required for students in specific grades	22.9 (16.9-30.2)	25.0 (13.8-41.0)	26.4 (16.3-39.8)	17.0 (9.3-29.1)
Required for students in specific courses	31.7 (25.7-38.3)	19.9 (10.7-33.9)	23.4 (14.4-35.8)	54.0 (43.9-63.8)
Participates in program in which family or community members serve as role models to students or mentor students (e.g., Big Brothers Big Sisters program)	40.3 (35.0-45.9)	42.3 (34.4-50.6)	39.1 (32.1-46.5)	37.0 (29.3-45.4)
Has or participates in a community-based alcohol use prevention program	25.9 (21.7-30.6)	18.7 (13.1-25.9)	30.0 (23.3-37.7)	39.1 (31.2-47.7)
Has or participates in a community-based illegal drug use prevention program	31.6 (27.0-36.7)	27.4 (20.5-35.6)	35.0 (28.2-42.6)	37.9 (30.4-46.1)

NOTE: Numbers in parentheses indicate 95% confidence intervals. Confidence intervals cannot be calculated for 0% or 100%.

¹ Among schools that provide opportunities for community service.

² Among schools that provide opportunities for service-learning.

Trends Over Time

Health Education

Table 11.1. Significant trends over time¹ in the percentage of schools with specific health education practices, SHPPS 2000, 2006, and 2014

Practice	2000	2006	2014	Trend
Students are required to receive instruction on				
Alcohol or other drug use prevention	88.7	81.7	62.3	Decreased
Foodborne illness prevention	NA	56.4	41.0	Decreased
HIV prevention	64.0	59.2	41.4	Decreased
Human sexuality	67.0	62.0	48.0	Decreased
Nutrition and dietary behavior	84.6	84.3	74.1	Decreased
STD prevention	48.6	48.8	38.2	Decreased
Tobacco use prevention	86.8	81.0	65.7	Decreased
Uses health education centers to provide education to students on health topics	NA	53.2	34.8	Decreased
Elementary school health education taught by				
Physical education teacher(s)/specialist(s)	49.6	54.6	65.6	Increased
Regular classroom teacher(s)	89.3	85.7	72.1	Decreased
Middle/high school health education taught by				
Physical education teacher(s)	51.7	50.2	65.3	Increased
Other teacher(s)	49.6	45.7	35.6	Decreased
Includes health education in Individualized Education Programs or 504 plans	NA	80.7	65.9	Decreased
Health education staff worked on health education activities with²				
Local health department	41.8	38.3	30.1	Decreased
Local hospital	33.6	25.7	21.0	Decreased
Local law enforcement agency	NA	48.5	35.2	Decreased
Collected suggestions from students about school health education ²	23.9	34.3	37.0	Increased

NA=Not asked in this survey year.

¹ Significant linear trends based on regression analyses with all years of available data. Trends are presented if $p < .01$ and the difference between the two endpoints (2000 and 2014 or 2006 and 2014) was greater than 10 percentage points.

² During the 12 months before the study.

Table 11.2. Significant trends over time¹ in the percentage of schools in which teachers engaged in specific practices in at least one required health education class or course, SHPPS 2000, 2006, and 2014

Practice	2000	2006	2014	Trend
Taught about				
Alcohol or other drug use prevention	86.7	81.9	69.8	Decreased
HIV prevention	55.2	47.9	41.4	Decreased
Tobacco use prevention	87.0	82.1	67.7	Decreased
When teaching the class or course, teacher used				
Commercially developed student textbook	71.6	60.6	46.6	Decreased
Commercially developed teacher's guide	83.4	69.2	47.9	Decreased
Materials from health organizations	86.1	77.6	69.2	Decreased
Taught specific alcohol or other drug use prevention topics				
Benefits of not using alcohol	81.1	76.6	65.3	Decreased
Benefits of not using illegal drugs	79.2	77.1	61.8	Decreased
Distinguishing between medicinal and non-medicinal drug use	77.1	72.2	58.1	Decreased
Effects of alcohol or other drug use on decision-making	80.6	77.9	65.3	Decreased
How many young people use alcohol or other drugs	56.5	52.6	42.7	Decreased
How students can influence, support, or advocate for others in efforts to prevent alcohol or other drug use	65.0	66.6	51.1	Decreased
Long-term health consequences of alcohol use and addiction	80.8	73.3	62.6	Decreased
Long-term health consequences of drug use and addiction	77.1	73.2	61.9	Decreased
Making a personal commitment not to use alcohol or other drugs	75.5	72.6	57.7	Decreased
Resisting peer pressure to use alcohol or other drugs	81.4	78.4	66.6	Decreased
Short-term health consequences of alcohol use and addiction	80.2	76.2	63.8	Decreased
Short-term health consequences of drug use and addiction	76.9	74.5	61.7	Decreased
Social or cultural influences on alcohol or other drug use	70.4	67.6	55.7	Decreased
The influence of families on alcohol or other drug use	72.9	73.0	57.7	Decreased
The influence of the media on alcohol or other drug use	72.5	66.4	56.6	Decreased
Taught specific tobacco use prevention topics				
Addictive effects of nicotine in tobacco products	81.8	73.1	58.9	Decreased
Benefits of not smoking cigarettes	85.6	79.7	62.3	Decreased
Benefits of not using smokeless tobacco	66.6	63.4	49.4	Decreased
Health effects of environmental tobacco smoke or second-hand smoke	NA	74.4	60.2	Decreased
How many young people use tobacco	60.2	53.4	40.0	Decreased
How students can influence or support others in efforts to quit using tobacco	66.8	66.9	52.3	Decreased
How to avoid environmental tobacco smoke or second-hand smoke	NA	68.4	55.3	Decreased
Importance of quitting tobacco use	NA	74.3	56.3	Decreased
Long-term health consequences of cigarette smoking	84.5	78.6	62.5	Decreased
Long-term health consequences of using smokeless tobacco	67.0	62.3	50.7	Decreased
Making a personal commitment not to use tobacco	74.8	72.7	54.9	Decreased
Resisting peer pressure to use tobacco	82.8	77.6	61.2	Decreased
Risks of using other tobacco and tobacco-like products (e.g., pipes, kreteks, or bidis)	61.9	41.0	33.6	Decreased
Short-term health consequences of cigarette smoking	82.5	75.2	61.7	Decreased
Short-term health consequences of using smokeless tobacco	63.9	61.8	50.3	Decreased
Social or cultural influences on tobacco use	69.8	64.6	54.5	Decreased
The influence of families on tobacco use	72.5	68.9	55.6	Decreased
The influence of the media on tobacco use	76.6	65.5	55.6	Decreased

Table 11.2. continued

Practice	2000	2006	2014	Trend
Taught specific nutrition and dietary behavior topics				
Accepting body size differences	81.0	74.7	63.0	Decreased
Eating more calcium-rich foods	73.1	68.3	57.8	Decreased
Food safety	68.1	62.4	56.8	Decreased
How students can influence, support, or advocate for others' healthy dietary behavior	60.7	59.8	49.9	Decreased
Taught specific physical activity and fitness topics				
Developing an individualized physical activity plan ²	48.5	49.8	60.7	Increased
Monitoring progress toward reaching goals in an individualized physical activity plan ²	42.3	48.0	60.4	Increased
Taught specific human sexuality topics				
Risks associated with having multiple sexual partners ²	72.6	70.8	55.8	Decreased
The influence of the media on sexual behavior	42.6	39.4	32.4	Decreased
Taught specific HIV prevention topics				
Compassion for persons living with HIV or AIDS	44.8	36.3	26.9	Decreased
How HIV affects the human body	50.6	42.5	36.8	Decreased
How HIV is transmitted	51.6	45.3	38.1	Decreased
Taught specific violence prevention topics				
Dating violence ²	42.5	56.4	61.0	Increased
Personal safety ²	49.1	58.3	65.9	Increased
Sexual harassment ²	41.4	61.2	62.0	Increased
The influence of families on behaviors related to violence	35.4	56.2	48.2	Increased
The influence of the media on behaviors related to violence	38.7	59.6	54.6	Increased
The relationship between alcohol or other drug use and violence	63.1	66.8	48.1	Decreased
Taught specific injury prevention and safety topics				
Fire safety	67.1	60.1	51.7	Decreased
Motor vehicle occupant safety (e.g., seatbelt use)	63.6	61.9	48.5	Decreased
Resisting peer pressure that would increase risk of injuries	73.9	65.0	56.7	Decreased
The relationship between alcohol or other drug use and injuries	NA	71.2	45.3	Decreased
Use of protective equipment for biking, skating, or other sports	68.6	61.4	57.4	Decreased
Water safety	53.0	47.9	34.5	Decreased
Taught specific personal health and wellness topics				
Potential health and social consequences of popular fads and trends	NA	65.9	47.9	Decreased
Ways to prevent vision and hearing loss	NA	49.4	35.0	Decreased
Provided students with opportunity to practice skills related to				
Alcohol or other drug-use prevention	NA	68.7	55.9	Decreased
Nutrition and dietary behavior	NA	61.3	49.0	Decreased
Tobacco use prevention	NA	65.2	51.9	Decreased

NA=Not asked in this survey year.

¹ Significant linear trends based on regression analyses with all years of available data. Trends are presented if $p < .01$ and either the difference between the two endpoints (2000 and 2014 or 2006 and 2014) was greater than 10 percentage points or the 2014 endpoint changed by at least a factor of 2 compared with the 2000 or 2006 endpoint.

² Not asked among elementary schools.

Table 11.3. Significant trends over time¹ in the percentage of health education classes or courses with specific characteristics, SHPPS 2000, 2006, and 2014

Characteristic	2000	2006	2014	Trend
Class was devoted to health topics ²	39.6	43.2	57.7	Increased
Class was combined health education and physical education course ²	18.6	21.8	35.7	Increased
Class was mainly about some subject other than health education (e.g., science, social studies, or English) ²	41.7	34.9	6.5	Decreased
Teacher sometimes, almost always, or always used				
Guest speakers	64.2	41.6	36.0	Decreased
Role play, simulations, or practice	76.2	67.4	60.7	Decreased
The Internet	35.4	43.9	66.4	Increased
Visual, performing, or language arts	77.2	60.6	52.3	Decreased
Teacher asked students or families to share their own cultural experiences related to health topics	65.1	46.1	41.9	Decreased
Teacher asked students to identify potential injury sites at school, home, or in the community	56.9	47.8	35.0	Decreased
Teacher asked students to identify advertising in the community designed to influence health behaviors	42.3	37.5	31.1	Decreased
Teacher gave students homework or projects that involve family members	71.3	55.5	47.3	Decreased
Had a teacher or aide who came in to assist with students with disabilities ³	46.0	45.3	62.1	Increased
Teacher was certified, endorsed, or licensed by the state to teach health education in				
Middle school	44.3	44.0	57.5	Increased
High school	18.8	26.5	48.4	Increased
Teacher was a Certified Health Education Specialist	4.3	6.3	9.6	Increased
Teacher received professional development on ⁴				
HIV prevention	34.9	22.9	19.2	Decreased
Injury prevention and safety	25.0	41.3	40.7	Increased
Nutrition and dietary behavior	25.9	31.1	37.7	Increased
Physical activity and fitness	21.8	34.3	43.4	Increased
Suicide prevention	15.1	14.0	28.4	Increased
Teaching skills for behavior change	55.4	52.5	41.2	Decreased
Teaching students with limited English proficiency	24.2	35.9	39.7	Increased
Violence prevention	48.9	59.4	63.8	Increased
Teacher wanted professional development on				
Alcohol or other drug use prevention	17.6	29.1	30.4	Increased
Assessing or evaluating students in health education	NA	33.4	22.3	Decreased
Injury prevention and safety	13.9	20.3	25.7	Increased
Nutrition and dietary behavior	27.8	45.5	40.1	Increased
Physical activity and fitness	20.5	35.7	34.7	Increased
Teaching skills for behavior change	47.4	34.5	33.8	Decreased

NA=Not asked in this survey year.

¹ Significant linear trends based on regression analyses with all years of available data. Trends are presented if $p < .01$ and either the difference between the two endpoints (2000 and 2014 or 2006 and 2014) was greater than 10 percentage points or the 2014 endpoint changed by at least a factor of 2 compared with the 2000 or 2006 endpoint.

² Not asked among elementary schools.

³ Among classes or courses with at least one student with long-term physical, medical, or cognitive disabilities.

⁴ During the two years before the study.

Physical Education and Physical Activity

Table 11.4. Significant trends over time¹ in the percentage of schools with specific physical education and physical activity practices, SHPPS 2000, 2006, and 2014

Practice	2000	2006	2014	Trend
Physical education				
Requires students to take physical education for graduation or promotion to the next grade level or school level	96.4	78.4	76.5	Decreased
Exempts students for one grading period or longer for ²				
Cognitive disability	31.4	44.1	52.4	Increased
Long-term physical or medical disability	66.3	85.7	85.7	Increased
Religious reasons	41.3	50.3	54.0	Increased
Requires specific activities in physical education ²				
Aerobics (e.g., step or low-impact)	63.4	48.4	50.6	Decreased
Baseball, softball, or whiffle ball	88.2	71.6	62.9	Decreased
Basketball	90.2	73.9	69.1	Decreased
Climbing ropes or wall ladders	25.5	15.2	10.9	Decreased
Dodgeball or bombardment	66.0	52.6	47.5	Decreased
Folk or multi-cultural dances	40.3	30.3	21.3	Decreased
Football	76.4	65.9	62.9	Decreased
Golf	24.2	21.9	56.7	Increased
Gymnastics	48.5	31.9	21.3	Decreased
Hiking/backpacking/orienteering	10.7	8.2	26.0	Increased
Hockey	62.0	50.9	51.6	Decreased
Jumping rope	84.5	64.6	10.2	Decreased
Kickball	77.8	63.2	65.4	Decreased
Martial arts	6.7	7.1	65.6	Increased
Relay races ³	NA	33.2	61.5	Increased
Running or jogging	90.1	70.3	61.9	Decreased
Soccer	85.6	68.2	68.1	Decreased
Square dances	38.3	25.4	15.3	Decreased
Student-designed games (individual or paired)	68.8	48.1	34.9	Decreased
Student-designed games (group or team)	67.4	49.6	45.6	Decreased
Tennis	39.6	30.0	21.0	Decreased
Track and field	69.4	51.5	30.1	Decreased
Volleyball	87.3	69.8	64.8	Decreased
Walking	NA	63.7	36.3	Decreased
Weight training	28.1	28.0	11.7	Decreased
Yoga	NA	46.6	6.4	Decreased
Requires physical education, but not in a specific grade	NA	15.4	26.5	Increased
Requires physical education in a specific grade	NA	62.6	52.1	Decreased
Requires students who fail required physical education to repeat it	26.5	36.3	37.9	Increased
Requires students to wear appropriate protective gear during physical education	74.1	53.0	42.5	Decreased
Provides access to facilities for outdoor physical education				
Baseball or softball field	NA	78.4	67.8	Decreased
Outdoor basketball court	NA	73.3	61.8	Decreased

Table 11.4. continued

Practice	2000	2006	2014	Trend
Physical education staff worked on physical education activities with ⁴				
A local youth organization (e.g., the Boys and Girls Clubs)	29.2	20.6	15.6	Decreased
School mental health or social services staff	26.4	29.9	36.4	Increased
Discussed student performance in physical education as part of parent-teacher conferences ⁴	NA	81.9	71.2	Decreased
Physical activity				
All classes have regularly scheduled recess immediately after lunch ⁵	42.3	49.6	26.2	Decreased
Offers specific physical activity clubs or intramural sports programs to students				
Cardiovascular fitness	11.4	22.9	23.1	Increased
Walking	12.1	19.8	22.4	Increased
Requires students to pay an activity fee to participate in physical activity clubs or intramural sports programs ⁶	23.0	35.0	37.4	Increased
Requires students to wear appropriate protective gear when engaged in physical activity clubs or intramural sports ⁶	87.9	76.0	63.8	Decreased
Offers community physical activity programs for children and adolescents after school	63.8	56.5	52.6	Decreased
Offers community physical activity programs for adults				
After school	35.4	32.0	22.0	Decreased
In the evenings	47.4	43.7	36.5	Decreased
During school vacations	36.0	31.8	25.7	Decreased
Permits children or adults in the community to use school's outdoor physical activity and athletic facilities without being in a supervised program	65.3	64.9	52.6	Decreased
Permits children or adults to use outdoor facilities				
After school	60.7	59.6	48.4	Decreased
In the evenings	62.6	60.1	48.9	Decreased
On the weekends	62.9	60.6	49.3	Decreased
During school vacations	62.5	60.1	48.4	Decreased
Provides transportation home for students who participate in interscholastic sports ⁷	21.5	29.1	35.5	Increased
Requires students to pay an activity fee to participate in interscholastic sports ⁷	28.9	33.2	41.9	Increased
Requires head coach to ⁷				
Be certified in CPR	NA	55.5	70.6	Increased
Be certified in first aid	NA	57.7	70.2	Increased
Complete a coaches' training course	NA	58.4	72.3	Increased
Requires assistant coaches or volunteer athletic aides to complete a training course ⁷	NA	43.3	69.0	Increased

NA=Not asked in this survey year.

¹ Significant linear trends based on regression analyses with all years of available data. Trends are presented if $p < .01$ and the difference between the two endpoints (2000 and 2014 or 2006 and 2014) was greater than 10 percentage points.

² Among schools with required physical education.

³ Among elementary schools that teach group or team activities in required physical education.

⁴ During the 12 months before the study.

⁵ Among elementary schools with regularly scheduled recess.

⁶ Among schools that offer physical activity clubs or intramural sports programs.

⁷ Among schools that offer interscholastic sports.

Table 11.5. Significant trends over time in the percentage of physical education classes or courses with specific characteristics, SHPPS 2000, 2006, and 2014¹

Characteristic	2000	2006	2014	Trend
Class was a combined health education and physical education course ²	22.2	27.0	32.8	Increased
Teacher sometimes, almost always, or always used				
Competitive group activities	85.8	97.1	98.0	Increased
Guest speakers	31.8	38.3	46.0	Increased
Physical activity or fitness stations	81.3	89.7	95.4	Increased
Pledges or contracts for behavior change	30.7	55.7	64.2	Increased
The Internet	15.3	25.7	48.2	Increased
Teacher assessed students based on attendance	55.1	44.3	35.6	Decreased
Had a teacher or aide who assisted students with disabilities ³	37.7	52.9	61.5	Increased
Used more skill modeling, practice, or repetition in teaching students with disabilities ³	82.5	76.8	93.0	Increased
Used modified equipment or facilities in teaching students with disabilities ³	54.9	57.4	74.7	Increased
Teacher was certified, endorsed, or licensed by the state to teach physical education in				
Middle school	75.0	81.7	85.1	Increased
High school	66.0	74.6	79.0	Increased
Teacher received professional development on ⁴				
Assessing or evaluating student performance in physical education	48.3	48.1	60.8	Increased
Developing and using student portfolios for physical education	28.3	17.5	16.1	Decreased
Teaching methods to promote inclusion and active participation of overweight and obese children during physical education	NA	34.7	45.8	Increased
Teacher wanted professional development on				
Assessing or evaluating student performance in physical education	43.5	39.4	23.4	Decreased
Chronic health conditions (e.g., asthma or diabetes), including recognizing and responding to severe symptoms or reducing triggers	NA	48.7	14.0	Decreased
Developing and using student portfolios for physical education	34.5	33.3	17.0	Decreased
Teaching methods to promote inclusion and active participation of overweight and obese children during physical education	NA	52.0	22.1	Decreased
Using physical activity monitoring devices (e.g., pedometers or heart rate monitors) for physical education	NA	42.7	29.4	Decreased
Using technology such as computers or video cameras for physical education	47.4	37.1	62.6	Increased

NA=Not asked in this survey year.

¹ Significant linear trends based on regression analyses with all years of available data. Trends are presented if $p < .01$ and either the difference between the two endpoints (2000 and 2014 or 2006 and 2014) was greater than 10 percentage points or the 2014 endpoint changed by at least a factor of 2 compared with the 2000 or 2006 endpoint.

² Not asked among elementary schools.

³ Among classes or courses with at least one student with long-term physical, medical, or cognitive disabilities.

⁴ During the two years before the study.

Table 11.6. Significant trends over time¹ in the percentage of schools in which teachers engaged in specific practices in at least one required physical education class or course, SHPPS 2000, 2006, and 2014

Practice	2000	2006	2014	Trend
Taught about				
Balancing food intake and physical activity to maintain a healthy weight	62.7	63.6	73.2	Increased
Developing an individualized physical activity plan ²	50.9	51.1	63.5	Increased
When teaching the class or course, teacher used				
A commercially developed teacher's guide	52.6	34.0	32.3	Decreased
Any commercially developed curricula	NA	27.5	43.9	Increased
Used Fitnessgram, the fitness assessment of the Presidential Youth Fitness Program	15.1	18.0	54.4	Increased
Used the Physical Fitness test from the President's Challenge	74.6	66.1	37.6	Decreased
Shared students' fitness scores with students' parents or guardians	59.8	51.7	47.8	Decreased

NA=Not asked in this survey year.

¹ Significant linear trends based on regression analyses with all years of available data. Trends are presented if $p < .01$ and either the difference between the two endpoints (2000 and 2014 or 2006 and 2014) was greater than 10 percentage points or the 2014 endpoint changed by at least a factor of 2 compared with the 2000 or 2006 endpoint.

² Not asked among elementary schools.

Nutrition Environment and Services

Table 11.7. Significant trends over time¹ in the percentage of schools with specific nutrition services practices, SHPPS 2000, 2006, and 2014

Practice	2000	2006	2014	Trend
Serves breakfast in				
The cafeteria	NA	97.2	86.1	Decreased
Classrooms	NA	4.5	15.0	Increased
Allows students to bring breakfast into classrooms	NA	15.4	25.5	Increased
Offers students the following specific items each day for lunch				
Two or more different non-fried vegetables	61.7	63.4	79.4	Increased
Two or more different fruits or types of 100% fruit juice	68.1	66.3	78.0	Increased
Provides low-fat salad dressing ²	66.0	80.1	88.2	Increased
Outside food service management company operates the school nutrition services program	16.6	24.4	30.5	Increased
Orders each type of milk during a typical school week ³				
Whole white milk	48.7	22.2	12.8	Decreased
2% or one and a half-percent white milk	69.9	60.7	23.9	Decreased
1% or half-percent white milk	33.6	47.7	72.5	Increased
Whole chocolate or other whole flavored milk	16.8	8.7	5.8	Decreased
2% or one and half-percent chocolate or other flavored milk	32.4	27.7	14.5	Decreased
Skim chocolate or other flavored milk	10.8	21.8	44.5	Increased
Food for students' breakfast or lunch is prepared at school	81.9	79.5	66.3	Decreased
School staff has primary responsibility for cooking foods for students at school	64.9	62.7	40.1	Decreased
Almost always or always used healthy food preparation practices ^{4,5}				
Boiled, mashed, or baked potatoes rather than fried or deep fried them	NA	72.9	86.5	Increased
Prepared vegetables without using butter, margarine, or a cheese or creamy sauce	51.5	54.9	69.2	Increased
Reduced the amount of fats and oils called for in recipes or used low-fat recipes	27.9	35.6	60.6	Increased
Reduced the amount of salt called for in recipes or used low-sodium recipes	34.1	45.8	68.0	Increased
Reduced the amount of sugar called for in recipes or used low-sugar recipes	13.8	22.4	44.6	Increased
Removed skin from poultry or used skinless poultry	40.2	54.6	60.7	Increased
Roasted meat or poultry on a rack so fat would drain	28.4	34.9	45.7	Increased
Steamed or baked other vegetables	67.0	81.9	90.5	Increased
Trimmed fat from meat or used lean meat	56.2	66.4	71.9	Increased
Used ground turkey or lean ground beef instead of regular ground beef	39.1	41.3	60.5	Increased
Used low-fat or nonfat yogurt, mayonnaise, or sour cream instead of regular mayonnaise, sour cream, or creamy salad dressings	30.8	40.2	67.0	Increased
Used low-sodium canned vegetables instead of regular canned vegetables	10.3	15.6	51.8	Increased
Used non-stick spray or pan liners instead of grease or oil	80.0	89.8	92.7	Increased
Used other seasonings instead of salt	32.8	39.2	65.1	Increased
Used part-skim or low-fat cheese instead of regular cheese	31.0	45.9	69.2	Increased
Used skim, low-fat, soy, or nonfat dry milk instead of whole milk	60.3	64.8	81.8	Increased
Used vegetable oil instead of shortening, butter, or margarine	29.7	28.7	40.5	Increased
Almost always or always used HACCP-based recipes ⁴	NA	21.3	91.5	Increased

Table 11.7. continued

Practice	2000	2006	2014	Trend
Offers a la carte foods and beverages to students during a typical school week				
Bread sticks, rolls, bagels, pita bread, or other bread products that are not whole grain	39.5	43.4	23.8	Decreased
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	59.2	52.6	19.0	Decreased
Deep fried French fried potatoes	40.0	18.8	7.0	Decreased
Foods containing peanuts or peanut butter	NA	50.5	33.2	Decreased
Ice cream or frozen yogurt that is not low in fat	37.4	31.2	11.9	Decreased
Lettuce, vegetable, or bean salads	52.6	72.8	78.8	Increased
Low-fat or nonfat yogurt	35.5	50.3	59.3	Increased
Other vegetables	51.0	70.8	76.9	Increased
Pizza, hamburgers or sandwiches	56.2	69.3	76.5	Increased
Salty snacks that are low in fat (e.g., pretzels, baked chips, or other low-fat chips)	38.2	53.2	54.6	Increased
Salty snacks that are not low in fat (e.g., regular potato chips or cheese puffs)	35.5	33.9	12.9	Decreased
Soda pop or fruit drinks that are not 100% juice	31.6	19.1	7.1	Decreased
Vegetables with low-fat dip	NA	52.9	63.7	Increased
Provides butter or margarine				
In the serving line or on the tables	47.7	40.4	25.6	Decreased
If students ask for it	56.6	43.9	29.1	Decreased
Provides salt				
In the serving line or on the tables	37.2	28.8	11.1	Decreased
If students ask for it	53.6	40.9	15.8	Decreased
Has a written plan for				
Implementation of a risk-based approach to food safety (e.g., a HACCP-based program)	NA	71.4	89.4	Increased
Feeding students with severe food allergies	NA	76.9	88.4	Increased
Has a hand washing facility or hand sanitizing station available for students' use in the cafeteria	NA	47.2	68.8	Increased
Nutrition services staff worked on nutrition services activities with⁶				
Health services staff	18.4	32.3	40.1	Increased
Physical education staff	9.0	18.2	24.9	Increased
Made information available to students on the nutrition and caloric content of foods available to them ⁷	40.5	45.0	60.7	Increased
Nutrition services coordinator received professional development on using Hazard Analysis and Critical Control Points (HACCP) ⁷	NA	75.4	85.5	Increased
Nutrition services coordinator wanted professional development on specific topics⁸				
Facility design and layout, including equipment selection	25.9	18.2	6.5	Decreased
Food safety	19.7	25.8	6.1	Decreased
Personal safety for nutrition services staff	NA	22.7	2.7	Decreased
Personnel management	26.4	21.5	8.9	Decreased
Procedures for responding to food recalls	NA	21.8	6.8	Decreased
Using Hazard Analysis and Critical Control Points (HACCP)	NA	27.2	4.3	Decreased
Foods and beverages available outside of the school meal programs				
Students can purchase food or beverages from				
One or more vending machines at school	47.8	45.4	28.1	Decreased
A school store, canteen, or snack bar	35.7	27.8	19.1	Decreased

Table 11.7. continued

Practice	2000	2006	2014	Trend
Students can purchase specific foods and beverages high in fat, sodium, or added sugars from vending machines or school stores				
2% or whole milk (plain or flavored)	27.2	13.9	6.0	Decreased
Chocolate candy	28.3	21.1	11.5	Decreased
Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat	38.4	25.3	17.9	Decreased
Ice cream or frozen yogurt that is not low in fat	21.3	11.0	6.9	Decreased
Other kinds of candy	31.6	23.5	14.6	Decreased
Salty snacks that are not low in fat (e.g., regular potato chips)	38.5	26.5	18.4	Decreased
Students can purchase specific foods and beverages high in fat, sodium, or added sugars during school lunch periods	34.2	22.6	15.7	Decreased
Students can purchase 100% fruit juice from vending machines or school stores	NA	32.8	16.9	Decreased
Students can purchase specific sugar-sweetened or caffeinated beverages from vending machines or school stores				
Soda pop or fruit drinks that are not 100% juice	NA	36.2	15.1	Decreased
Sports drinks (e.g., Gatorade™)	NA	35.6	20.8	Decreased
Holds fundraiser nights at fast food restaurants where a portion of the sales made on a particular night benefit the school	NA	24.8	36.9	Increased
Sells soft drinks to students in any venue	NA	85.3	74.1	Decreased
Receives a specified percentage of soft drink sales receipts	NA	45.6	25.3	Decreased
Prohibited from selling soft drinks produced by more than one company	NA	36.4	21.8	Decreased

NA=Not asked in this survey year.

HACCP=Hazard Analysis and Critical Control Points

¹ Significant linear trends based on regression analyses with all years of available data. Trends are presented if $p < .01$ and the difference between the two endpoints (2000 and 2014 or 2006 and 2014) was greater than 10 percentage points.

² When salad dressing is offered.

³ Among the schools in which school staff, food service management company staff, or someone else not at the district office has primary responsibility for deciding which foods to order.

⁴ During the 30 days before the study.

⁵ Among the schools in which food is prepared at the school rather than in a central kitchen.

⁶ During the 12 months before the study.

⁷ During the two years before the study.

Health Services

Table 11.8. Significant trends over time¹ in the percentage of schools with specific health services practices, SHPPS 2000, 2006, and 2014

Practice	2000	2006	2014	Trend
Obtains and keeps information in any type of student record				
An authorization for emergency treatment	80.0	93.0	92.1	Increased
Tuberculosis screening results	75.8	51.7	44.1	Decreased
Healthcare provider refused to share information with school because a HIPAA authorization had not been obtained from the students' parents ^{2,3}	NA	26.6	14.0	Decreased
Requires immunizations for kindergarten or first grade entry				
Chicken pox or varicella vaccine	19.0	86.6	99.0	Increased
Hepatitis B vaccine	74.0	90.6	95.5	Increased
Requires immunizations for middle/high school entry				
Chicken pox or varicella vaccine	23.3	64.1	92.9	Increased
Hepatitis A vaccine	14.2	15.4	26.9	Increased
Hepatitis B vaccine	53.8	80.3	88.9	Increased
Number of days students who have not received required immunizations can attend classes before exclusion (mean) ⁴	44.5	31.7	28.3	Decreased
Permits students to carry and self-administer				
A prescription quick-relief inhaler	68.1	81.6	82.1	Increased
An epinephrine auto-injector	33.5	54.7	60.9	Increased
School nurse participates in the development of individualized health plans ⁵	71.3	69.0	82.1	Increased
School nurse worked on standard health services activities with nutrition or food service staff ²	25.5	46.3	44.7	Increased
Has school physician who can be called to consult as needed during the school day	47.5	41.9	35.7	Decreased
Requires health aides to work under the supervision of an RN or physician at all times ⁶	60.4	78.1	79.0	Increased
Provides specific facilities and equipment for health services				
Answering machine or voice mail reserved for health services staff	20.5	45.9	64.1	Increased
Audiometer	48.5	64.1	61.7	Increased
Automated external defibrillator	NA	38.0	76.5	Increased
Blood pressure gauge and cuff	61.8	76.7	80.6	Increased
Epinephrine auto-injector (e.g., EpiPen®) ⁷	NA	28.2	40.5	Increased
Glucose meter ⁷	17.8	29.7	35.0	Increased
Medical supply cabinet with a lock	73.9	83.2	86.9	Increased
Nebulizer ⁷	13.0	30.9	41.1	Increased
Pulse oximeter	NA	7.0	41.6	Increased
Refrigerator reserved for standard health services	57.3	73.9	74.5	Increased
Separate medicine cabinet with a lock	65.4	75.5	78.0	Increased
Reviewed student injury reports to identify hazardous school areas or activities or ways to prevent injuries ^{2,8}	48.5	56.7	68.3	Increased
Reviewed student illness reports to identify ways to prevent further occurrences of serious illness ^{2,9}	24.4	28.1	39.6	Increased
Provides specific services to medically fragile students²				
Catheterization	49.5	23.8	20.1	Decreased
Stoma care	42.2	15.7	19.5	Decreased
Suctioning	35.5	15.2	14.5	Decreased
Tracheostomy care	34.4	10.4	11.5	Decreased

Table 11.8. continued

Practice	2000	2006	2014	Trend
School nurse provides specific health services and prevention services¹⁰				
Administration of medications	61.4	77.3	79.4	Increased
Alcohol or other drug use prevention	80.0	82.2	49.9	Decreased
Assistance with accessing benefits for students with disabilities	NA	87.1	53.5	Decreased
Assistance with enrolling in Medicaid or State Children's Health Insurance Program (SCHIP)	NA	88.1	63.9	Decreased
Assistance with enrolling in WIC or accessing food stamps or food banks	86.9	88.1	48.1	Decreased
Counseling for emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	NA	75.0	34.6	Decreased
CPR	67.4	79.8	80.4	Increased
Crisis intervention for personal problems	78.1	83.7	41.1	Decreased
First aid	65.4	77.8	79.1	Increased
Identification of emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	NA	85.0	55.8	Decreased
Identification of or referral for physical, sexual, or emotional abuse	79.8	87.0	69.1	Decreased
Nutrition and dietary behavior counseling	92.4	92.2	77.5	Decreased
Physical activity and fitness counseling	82.0	86.7	59.9	Decreased
Pregnancy prevention	83.9	88.5	68.3	Decreased
Referrals for child care for teen mothers	80.2	90.3	63.5	Decreased
Services specifically for gay, lesbian, or bisexual students	79.8	86.5	43.1	Decreased
Stress management	79.1	83.9	39.8	Decreased
Suicide prevention	82.7	82.0	41.5	Decreased
Tobacco use prevention	81.3	82.8	59.7	Decreased
Violence prevention	66.4	71.6	27.4	Decreased
Weight management	NA	94.5	83.0	Decreased
Provides specific health services and prevention services				
Alcohol or other drug use prevention	46.8	39.2	32.8	Decreased
Assistance with accessing benefits for students with disabilities	NA	44.9	58.0	Increased
Assistance with enrolling in WIC or accessing food stamps or food banks	29.9	35.5	40.8	Increased
Counseling for emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	NA	44.7	75.6	Increased
Crisis intervention for personal problems	63.2	64.6	84.2	Increased
HIV counseling, testing, and referral ¹¹	11.8	39.3	27.5	Increased
HIV prevention ¹¹	43.0	43.6	30.2	Decreased
Identification of emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	NA	60.8	77.4	Increased
Identification of or referral for physical, sexual, or emotional abuse	76.0	70.0	85.1	Increased
Identification or school-based management of chronic health conditions (e.g., asthma or diabetes)	57.9	81.9	82.7	Increased
Injury prevention	60.0	56.1	41.5	Decreased
Nutrition and dietary behavior counseling	55.3	54.7	36.9	Decreased
Pregnancy prevention ¹¹	41.1	45.4	27.0	Decreased
Services specifically for gay, lesbian, or bisexual students ¹¹	13.2	18.8	26.4	Increased
STD prevention ¹¹	41.7	42.8	29.6	Decreased
Stress management	41.2	42.3	58.6	Increased
Suicide prevention	34.2	34.1	44.9	Increased
Tobacco use prevention	47.5	39.9	28.1	Decreased
Violence prevention	43.5	39.5	65.7	Increased
School physician provides administration of sports physicals				
Health services coordinator has a state school nurse certification	75.8	44.6	34.1	Decreased

Table 11.8. continued

Practice	2000	2006	2014	Trend
Health services coordinator received professional development on specific topics¹²				
Alcohol or other drug use prevention	56.5	48.7	39.1	Decreased
Alcohol or other drug use treatment	49.9	39.4	31.0	Decreased
Enrolling in Medicaid or State Children's Health Insurance Program (SCHIP)	53.4	33.5	29.6	Decreased
HIV counseling, testing, and referral	32.8	25.1	19.1	Decreased
HIV prevention	62.5	43.3	32.0	Decreased
Identification or school-based management of chronic health conditions (e.g., asthma or diabetes)	71.3	82.5	82.6	Increased
STD prevention	47.3	42.8	33.8	Decreased
Tobacco use cessation	37.8	32.8	21.8	Decreased
Tobacco use prevention	51.2	43.5	29.5	Decreased
Violence prevention	62.1	58.9	73.9	Increased
Health services coordinator wanted professional development on specific topics¹²				
Case management for students with chronic health conditions (e.g., asthma or diabetes)	52.2	39.9	35.2	Decreased
Case management for students with disabilities	NA	40.2	28.4	Decreased
Child care options for teen mothers	20.1	20.8	4.5	Decreased
Counseling for emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	NA	38.9	26.4	Decreased
Crisis intervention for personal problems	46.4	39.9	27.4	Decreased
Enrolling in Medicaid or State Children's Health Insurance Program (SCHIP)	24.4	22.9	3.8	Decreased
Enrolling in WIC or accessing food stamps or food banks	23.1	23.7	3.5	Decreased
Federal laws that protect the privacy of student health information (e.g., HIPAA or FERPA)	NA	27.8	4.4	Decreased
Identification of emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	54.0	36.8	35.0	Decreased
Identification of or referral for physical, sexual or emotional abuse	39.4	31.8	16.5	Decreased
Identification or school-based management of chronic health conditions (e.g., asthma or diabetes)	45.0	39.2	33.1	Decreased
Infectious disease prevention (e.g., hand hygiene or food safety)	NA	29.4	13.5	Decreased
Prenatal care	16.5	18.6	7.6	Decreased
Services specifically for gay, lesbian, or bisexual students	25.7	29.8	6.9	Decreased
Stress management	43.7	40.5	32.4	Decreased
Violence prevention	52.5	46.4	37.2	Decreased
Weight management	NA	37.0	24.2	Decreased

NA=Not asked in this survey year.

¹ Significant linear trends based on regression analyses with all years of available data. Trends are presented if $p < .01$ and the difference between the two endpoints (2000 and 2014 or 2006 and 2014) was greater than 10 percentage points.

² During the 12 months before the study.

³ Among schools that requested such information.

⁴ Among schools allowing students to attend for a specified number of days before exclusion.

⁵ Not asked among nonpublic schools.

⁶ Among schools with school health aides.

⁷ Not just for a specific student's use.

⁸ Among schools that complete injury reports.

⁹ Among schools that complete illness reports.

¹⁰ Among schools that provided that service.

¹¹ Not asked among elementary schools.

¹² During the 2 years before the study.

Counseling, Psychological, and Social Services

Table 11.9. Significant trends over time¹ in the percentage of schools with specific counseling, psychological, and social service practices, SHPPS 2000, 2006, and 2014

Practice	2000	2006	2014	Trend
Requires a minimum level of education for newly hired social workers	65.1	63.9	79.0	Increased
Requires newly hired social worker to be licensed, certified or credentialed ²	79.8	87.6	89.9	Increased
Mental health and social services staff worked on standard mental health or social services activities with ^{3,4}				
A local health department	51.4	44.4	33.1	Decreased
A local mental health or social services agency	71.0	78.0	81.8	Increased
School nutrition or food service staff	12.6	23.6	23.7	Increased
School physical education staff	34.8	40.9	51.0	Increased
Has a dedicated phone line for standard ³ mental health or social services staff	37.5	50.7	61.7	Increased
Has an answering machine or voice mail reserved for standard mental health or social services staff	26.0	48.6	63.8	Increased
Provides family counseling	60.8	49.7	41.8	Decreased
Mental health and social services staff participate in the development of 504 plans when indicated ⁵	NA	79.9	91.5	Increased
Offers mental health or social services to students or families through arrangements with providers not on school property	51.6	44.8	40.5	Decreased
Has arrangements with specific providers not on school property to offer mental health or social services to students				
Local mental health or social services agency	44.1	35.6	33.2	Decreased
Private psychologist	17.5	14.3	6.3	Decreased
Provide specific services through providers not on school property				
Identification of emotional or behavioral disorders (e.g., anxiety, depression, or ADHD)	42.1	34.9	30.2	Decreased
Identification of or referral for physical, sexual, or emotional abuse	44.3	37.1	33.8	Decreased
Someone at school oversees or coordinates mental health and social services	77.8	76.8	67.3	Decreased
Mental health and social services coordinator received professional development on specific topics ⁶				
Alcohol or other drug use prevention	68.2	54.9	52.4	Decreased
HIV prevention	34.9	25.3	22.2	Decreased
Injury prevention and safety counseling	27.7	47.9	47.8	Increased
Peer counseling or mediation	61.9	47.4	48.9	Decreased
Services specifically for gay, lesbian, or bisexual students	20.2	24.2	39.4	Increased
Tobacco use prevention	43.1	37.1	30.1	Decreased
Mental health and social services coordinator wanted professional development on specific topics ⁶				
Crisis intervention for personal problems	42.7	35.4	31.3	Decreased
Injury prevention and safety counseling	20.2	21.9	31.2	Increased
Services specifically for gay, lesbian, or bisexual students	26.9	26.5	13.2	Decreased
Suicide prevention	45.2	37.7	31.6	Decreased
Violence prevention	48.7	45.5	37.5	Decreased

NA=Not asked in this survey year.

¹ Significant linear trends based on regression analyses with all years of available data. Trends are presented if $p < .01$ and the difference between the two endpoints (2000 and 2014 or 2006 and 2014) was greater than 10 percentage points.

² By state agency or board.

³ Standard services are those available to all students at the school.

⁴ During the 12 months before the study.

⁵ Not asked among nonpublic schools.

⁶ During the 2 years before the study.

Healthy and Safe School Environment (includes Social and Emotional Climate and Physical Environment)

Table 11.10. Significant trends over time¹ in the percentage of schools with specific school environment policies or practices, SHPPS 2000, 2006, and 2014

Policy or practice	2000	2006	2014	Trend
Safety and security measures				
Assigns staff or adult volunteers to monitor				
Restrooms	59.3	53.8	48.5	Decreased
School grounds	82.6	70.8	64.2	Decreased
Requires students to wear uniforms	21.4	24.8	32.7	Increased
Requires students to wear identification badges	3.1	4.9	6.8	Increased
Requires faculty and staff to wear identification badges	NA	71.7	61.3	Decreased
Requires visitors to wear identification badges	NA	38.4	92.4	Increased
Uses security or surveillance cameras (inside or outside school building)	16.7	43.0	78.8	Increased
Uses armed security staff ²	10.2	17.3	24.8	Increased
Violence prevention				
Zero tolerance for fighting ³	61.5	64.4	46.7	Decreased
Posts signs marking a weapons-free school zone	23.7	33.3	42.0	Increased
Has or participates in a program to prevent				
Gang violence	27.2	30.6	19.2	Decreased
Bullying	63.0	77.3	83.2	Increased
Tobacco use prevention				
Prohibits students from wearing tobacco brand-name apparel or carrying merchandise with tobacco company names, logos, or cartoon characters on it	81.5	90.8	93.5	Increased
Posts signs marking a tobacco-free school zone	42.4	54.1	66.4	Increased
Prohibits faculty and staff from				
Cigarette smoking outside on school grounds ⁵	76.5	87.1	94.8	Increased
Cigarette smoking at off-campus, school-sponsored events	79.3	87.2	92.6	Increased
Smokeless tobacco use outside on school grounds ⁵	73.2	84.6	85.6	Increased
Smokeless tobacco use at off-campus, school-sponsored events	73.0	84.5	84.5	Increased
Prohibits visitors from				
Cigarette smoking outside on school grounds ⁵	70.5	81.7	90.2	Increased
Cigarette smoking at off-campus, school-sponsored events	67.7	77.3	86.4	Increased
Smokeless tobacco use outside on school grounds ⁵	65.6	79.0	82.5	Increased
Smokeless tobacco use at off-campus, school-sponsored events	64.0	74.5	79.9	Increased
Prohibited all tobacco use during any school-related activity ⁶	46.3	63.6	65.3	Increased
Alcohol use prevention				
Has or participates in a community-based alcohol use prevention program	49.6	38.5	25.9	Decreased
Illegal drug use prevention				
Zero tolerance for illegal drug possession or use ⁷	95.8	90.3	77.9	Decreased
Almost always or always expels students from school when caught possessing or using illegal drugs	23.1	16.7	3.7	Decreased
Has or participates in a community-based illegal drug use prevention program	60.0	46.8	31.6	Decreased

Table 11.10. continued

Policy or practice	2000	2006	2014	Trend
Injury prevention and safety				
Facilities and equipment inspected and provided with appropriate maintenance ⁸				
Smoke alarms	85.3	96.7	97.7	Increased
Sprinkler systems	NA	74.7	85.0	Increased
Physical school environment				
Has a plan to address mold problems	NA	67.0	78.2	Increased
Crisis preparedness, response, and recovery				
Works with agencies or organizations to develop crisis preparedness, response and recovery plans ⁹				
Local emergency medical services	NA	69.5	57.2	Decreased
Local health department	NA	47.2	34.1	Decreased
Local hospital	NA	42.1	26.3	Decreased
Local mental health or social services agency	NA	41.2	25.4	Decreased
Provided training on the crisis preparedness, response, and recovery plan to students ^{4,9}	NA	71.5	85.5	Increased
Serves as a member of a local emergency planning committee	NA	46.9	34.4	Decreased
School health coordination				
Has a school health council, committee, or team	65.7	39.5	35.7	Decreased
One or more school health councils addresses specific topics				
Alcohol or other drug use prevention	NA	80.0	60.5	Decreased
Human immunodeficiency virus prevention	NA	64.0	44.8	Decreased
Pregnancy prevention	NA	61.4	44.8	Decreased
Tobacco use prevention	NA	77.5	55.8	Decreased
One or more health councils includes district administrators	NA	82.9	50.6	Decreased

NA=Not asked in this survey year.

¹ Significant linear trends based on regression analyses with all years of available data. Trends are presented if $p < .01$ and the difference between the two endpoints (2000 and 2014 or 2006 and 2014) was greater than 10 percentage points.

² Among schools that use security staff.

³ Among the schools that had 4 or more incidents of student fighting during the school year.

⁴ During the two years before the study.

⁵ Including parking lots and playing fields.

⁶ Prohibited (1) cigarette smoking and smokeless tobacco use among all students, all faculty and staff, and all school visitors in all locations (i.e., in school buildings, outside on school grounds, on school buses or other vehicles used to transport students, and at off-campus, school-sponsored events) and (2) cigar or pipe smoking by all students, all faculty and staff, and all school visitors.

⁷ Among the schools that had 4 or more incidents of illegal drug possession.

⁸ During the twelve months before the study.

⁹ Among schools with a crisis preparedness, response, and recovery plan.

Employee Wellness

Table 11.11. Significant trends over time¹ in the percentage of schools with specific faculty and staff health promotion practices, SHPPS 2000, 2006, and 2014

Practice	2000	2006	2014	Trend
Offers health insurance covering				
Dental care	NA	58.8	86.5	Increased
Vision care	NA	49.9	86.2	Increased
Requires physical health examination prior to employment				
Offers screening to faculty and staff for diabetes ²	11.6	9.6	19.6	Increased
Offers health promotion activities and services to faculty and staff²				
Nutrition education	14.4	17.1	31.4	Increased
Stress management	36.3	22.4	25.5	Decreased
Weight management	15.2	17.0	30.4	Increased
Worksite safety education	NA	51.4	65.7	Increased
Offered physical activity programs, such as aerobics classes, basketball leagues, or walking or jogging clubs ³	39.8	38.3	50.0	Increased
Provided health risk appraisals ³	NA	9.3	21.2	Increased
Ever conducted a needs assessment of health promotion activities or services for faculty and staff	NA	33.8	17.1	Decreased
Provided specific incentives for faculty and staff participation or goal achievement in health promotion programs³				
Health insurance premium discounts	NA	5.8	16.0	Increased
Monetary incentives	7.6	8.5	17.4	Increased
Local hospital offered faculty and staff health promotion activities or services ³	30.6	28.8	19.5	Decreased
Took specific actions to promote health promotion activities or services for faculty and staff³				
Held competitions between groups of faculty and staff	12.1	26.4	38.9	Increased
Sent emails to faculty and staff	NA	41.9	60.4	Increased

NA=Not asked in this survey year.

¹ Significant linear trends based on regression analyses with all years of available data. Trends are presented if $p < .01$ and either the difference between the two endpoints (2000 and 2014 or 2006 and 2014) was greater than 10 percentage points or the 2014 endpoint changed by at least a factor of 2 compared with the 2000 or 2006 endpoint.

² Regardless of what is covered through their health insurance.

³ During the 12 months before the study.

Family Engagement and Community Involvement

Table 11.12. Significant trends over time¹ in the percentage of schools with specific practices related to family engagement and community involvement, SHPPS 2000, 2006, and 2014

Practice	2000	2006	2014	Trend
Collected suggestions from families about school health education ²	31.2	48.7	16.3	Decreased
Made menus available to families of all students ²	83.7	92.8	94.7	Increased
Made information available to families of all students on the nutrition and caloric content of foods available to students ²	37.4	40.8	60.2	Increased
Made information available to families of all students on the school nutrition services program ²	63.8	80.8	79.0	Increased
Invited family members of all students to a school meal ²	73.7	70.7	53.3	Decreased
Groups helped develop, communicate, or implement violence prevention policies or activities ³				
Students' families	56.9	44.7	34.5	Decreased
Community members	56.4	52.5	39.3	Decreased
Groups helped develop, communicate, or implement tobacco-use prevention policies or activities ³				
Students	41.8	43.5	23.3	Decreased
Students' families	40.2	29.4	14.5	Decreased
Community members	48.7	43.8	22.7	Decreased
Groups helped develop, communicate, or implement alcohol-use prevention policies or activities ³				
Students	42.8	43.9	23.6	Decreased
Students' families	45.4	35.1	16.1	Decreased
Community members	53.1	47.0	24.4	Decreased
Groups helped develop, communicate, or implement illegal drug-use prevention policies or activities ³				
Students	46.1	46.9	27.1	Decreased
Students' families	46.1	36.9	18.1	Decreased
Community members	55.6	49.9	26.2	Decreased
Groups helped develop, communicate, or implement injury prevention policies or activities ³				
Students' families	39.3	28.0	17.1	Decreased
Community members	42.6	33.6	24.3	Decreased
Serves as a member of a local emergency planning committee	NA	46.9	34.4	Decreased

NA=Not asked in this survey year.

¹ Significant linear trends based on regression analyses with all years of available data. Trends are presented if $p < .01$ and the difference between the two endpoints (2000 and 2014 or 2006 and 2014) was greater than 10 percentage points.

² During the 12 months before the study.

³ During the 2 years before the study.

National Health Objectives

Table 12.1. National Health Objectives from Healthy People 2020 Measured by SHPPS 2014

Healthy People 2020 Objective	2020 Target (%)	Baseline data from SHPPS 2006 (%)	Data from SHPPS 2014 (%)
AH-6 Increase the percentage of schools with a school breakfast program.	75.5	68.6	77.1
EMC-4 Increase the proportion of elementary, middle, and senior high schools that require school health education.			
EMC-4.1.1 Increase the proportion of elementary schools that require newly hired staff who teach required health education to have undergraduate or graduate training in health education	38.7	35.2	36.2
EMC-4.1.2 Increase the proportion of middle schools that require newly hired staff who teach required health education to have undergraduate or graduate training in health education	62.6	56.9	54.0
EMC-4.1.3 Increase the proportion of high schools that require newly hired staff who teach required health education to have undergraduate or graduate training in health education	84.5	76.8	70.6
EMC-4.2.1 Increase the proportion of elementary schools that require newly hired staff who teach required health instruction to be certified, licensed, or endorsed by the State in health education	35.8	32.5	29.6
EMC-4.2.2 Increase the proportion of middle schools that require newly hired staff who teach required health instruction to be certified, licensed, or endorsed by the State in health education	55.8	50.7	47.4
EMC-4.2.3 Increase the proportion of high schools that require newly hired staff who teach required health instruction to be certified, licensed, or endorsed by the State in health education	80.1	72.8	73.1
EMC-4.3.1 Increase the proportion of elementary schools that require cumulative instruction in health education that meet the US National Health Education Standards for elementary, middle, and senior high schools	11.5	7.5	1.7
EMC-4.3.2 Increase the proportion of middle schools that require cumulative instruction in health education that meet the US National Health Education Standards for elementary, middle, and senior high schools	14.3	10.3	4.2
EMC-4.3.3 Increase the proportion of high schools that require cumulative instruction in health education that meet the US National Health Education Standards for elementary, middle, and senior high schools	10.5	6.5	5.5
EMC-4.4 Increase the proportion of required health education classes or courses with a teacher who has had professional development related to teaching personal and social skills for behavior change within the past 2 years	57.8	52.5	41.2
ECBP-2 Increase the proportion of elementary, middle, and senior high schools that provide comprehensive school health education to prevent health problems in the following areas unintentional injury; violence; suicide; tobacco use and addiction; alcohol or other drug use; unintended pregnancy, HIV/AIDS, and STD infection; unhealthy dietary patterns; and inadequate physical activity.			
ECBP-2.1 Increase the proportion of elementary, middle, and senior high schools that provide comprehensive school health education to prevent health problems in all priority areas	28.2	25.6	20.4
ECBP-2.2 Increase the proportion of elementary, middle, and senior high schools that provide comprehensive school health education to prevent health problems in unintentional injury	89.9	81.7	69.2
ECBP-2.3 Increase the proportion of elementary, middle, and senior high schools that provide comprehensive school health education to prevent health problems in violence	90.1	81.9	77.3
ECBP-2.4 Increase the proportion of elementary, middle, and senior high schools that provide comprehensive school health education to prevent health problems in suicide	48.3	43.9	39.1
ECBP-2.5 Increase the proportion of elementary, middle, and senior high schools that provide comprehensive school health education to prevent health problems in tobacco use and addiction	89.1	81.0	65.7
ECBP-2.6 Increase the proportion of elementary, middle, and senior high schools that provide comprehensive school health education to prevent health problems in alcohol or other drug use	89.9	81.7	62.3
ECBP-2.7 Increase the proportion of elementary, middle, and senior high schools that provide comprehensive school health education to prevent health problems in unintended pregnancy, HIV/AIDS, and STD infection	43.2	39.3	31.0
ECBP-2.8 Increase the proportion of elementary, middle, and senior high schools that provide comprehensive school health education to prevent health problems in unhealthy dietary patterns	92.7	84.3	74.1
ECBP-2.9 Increase the proportion of elementary, middle, and senior high schools that provide comprehensive school health education to prevent health problems in inadequate physical activity	87.1	79.2	67.2
ECBP-3 Increase the proportion of elementary, middle, and senior high schools that have health education goals or objectives that address the knowledge and skills articulated in the National Health Education Standards (high school, middle, elementary). ¹			
ECBP-3.1 Increase the proportion of elementary, middle, and senior high schools that have health education goals or objectives which address the comprehension of concepts related to health promotion and disease prevention (knowledge)	100.0	78.5	71.5

Table 12.1. continued

Healthy People 2020 Objective	2020 Target (%)	Baseline data from SHPPS 2006 (%)	Data from SHPPS 2014 (%)
ECBP-3.2 Increase the proportion of elementary, middle, and senior high schools that have health education goals or objectives which address accessing valid information and health promoting products and services (skills)	100.0	69.4	61.1
ECBP-3.3 Increase the proportion of elementary, middle, and senior high schools that have health education goals or objectives which address advocating for personal, family, and community health (skills)	100.0	74.4	65.8
ECBP-3.4 Increase the proportion of elementary, middle, and senior high schools that have health education goals or objectives which address analyzing the influence of culture, media, technology, and other factors on health (skills)	100.0	68.8	68.3
ECBP-3.5 Increase the proportion of elementary, middle, and senior high schools that have health education goals or objectives which address practicing health-enhancing behaviors and reducing health risks (skills)	100.0	80.0	73.8
ECBP-3.6 Increase the proportion of elementary, middle, and senior high schools that have health education goals or objectives which address using goal-setting and decision-making skills to enhance health (skills)	100.0	77.4	69.5
ECBP-3.7 Increase the proportion of elementary, middle, and senior high schools that have health education goals or objectives which address using interpersonal communication skills to enhance health (skills)	100.0	75.9	68.9
ECBP-4 Increase the proportion of elementary, middle, and senior high schools that provide school health education to promote personal health and wellness in the following areas hand washing or hand hygiene; oral health; growth and development; sun safety and skin cancer prevention; benefits of rest and sleep; ways to prevent vision and hearing loss; and the importance of health screenings and checkups.²			
ECBP-4.1 Increase the proportion of elementary, middle, and senior high schools that provide school health education in hand washing or hand hygiene to promote personal health and wellness	91.7	83.4	82.2
ECBP-4.2 Increase the proportion of elementary, middle, and senior high schools that provide school health education in dental and oral health to promote personal health and wellness	71.3	64.8	63.4
ECBP-4.3 Increase the proportion of elementary, middle, and senior high schools that provide school health education in growth and development to promote personal health and wellness	83.6	76.0	69.9
ECBP-4.4 Increase the proportion of elementary, middle, and senior high schools that provide school health education in sun safety or skin cancer prevention to promote personal health and wellness	79.6	72.4	66.0
ECBP-4.5 Increase the proportion of elementary, middle, and senior high schools that provide school health education in benefits of rest and sleep to promote personal health and wellness	99.2	90.2	88.2
ECBP-4.6 Increase the proportion of elementary, middle, and senior high schools that provide school health education in ways to prevent vision and hearing loss to promote personal health and wellness	54.3	49.4	35.0
ECBP-4.7 Increase the proportion of elementary, middle, and senior high schools that provide school health education in the importance of health screenings and checkups to promote personal health and wellness	66.7	60.6	61.0
ECBP-5 Increase the proportion of the Nation's elementary, middle, and senior high schools that have a full-time registered school nurse-to-student ratio of at least 1750.³			
ECBP-5.1 Increase the proportion of elementary, middle, and senior high schools that have a full-time registered school nurse-to-student ratio of at least 1750	44.7	40.6	51.1
ECBP-5.2 Increase the proportion of senior high schools that have a full-time registered school nurse-to-student ratio of at least 1750	36.9	33.5	37.9
ECBP-5.3 Increase the proportion of middle schools that have a full-time registered school nurse-to-student ratio of at least 1750	48.3	43.9	47.5
ECBP-5.4 Increase the proportion of elementary schools that have a full-time registered school nurse-to-student ratio of at least 1750	45.5	41.4	58.1
EH-16 Increase the proportion of the Nation's elementary, middle, and high schools that have official school policies and engage in practices that promote a healthy and safe physical school environment.			
EH-16.1 Increase the proportion of the Nation's elementary, middle, and high schools that have an indoor air quality management program to promote a healthy and safe physical school environment	56.5	51.4	46.4
EH-16.2 Increase the proportion of the Nation's elementary, middle, and high schools that have a plan for how to address mold problems and promote a healthy and safe physical school environment	73.7	67.0	78.2
EH-16.3 Increase the proportion of the Nation's elementary, middle, and high schools that have a plan for how to use, label, store, and dispose of hazardous materials to promote a healthy and safe physical school environment	94.5	84.5 ⁴	NA ⁵
EH-16.4 Increase the proportion of the Nation's elementary, middle, and high schools that promote a healthy and safe physical school environment by using spot treatments and baiting rather than widespread application of pesticide	63.7	57.9	54.5

Table 12.1. continued

Healthy People 2020 Objective	2020 Target (%)	Baseline data from SHPPS 2006 (%)	Data from SHPPS 2014 (%)
EH-16.5 Increase the proportion of the Nation's elementary, middle, and high schools that promote a healthy and safe physical school environment by reducing exposure to pesticides by marking areas to be treated with pesticides	61.8	56.2	52.5
EH-16.6 Increase the proportion of the Nation's elementary, middle, and high schools that promote a healthy and safe physical school environment by reducing exposure to pesticides by informing students and staff prior to application of the pesticide	71.9	65.4	35.6 ⁶
EH-16.7 Increase the proportion of the Nation's elementary, middle, and high schools that promote a healthy and safe physical school environment by inspecting drinking water outlets for lead	61.3	55.7	45.8
EH-16.8 Increase the proportion of the Nation's elementary, middle, and high schools with community water systems that promote a healthy and safe physical school environment by inspecting drinking water outlets for bacteria	64.7	58.8	51.4
EH-16.9 Increase the proportion of the Nation's elementary, middle, and high schools with community water systems that promote a healthy and safe physical school environment by inspecting drinking water outlets for coliforms	60.7	55.2	48.5
IVP-27 Increase the proportion of public and private schools that require students to wear appropriate protective gear when engaged in school-sponsored physical activities.⁷			
IVP-27.1 Increase the proportion of public and private schools that require students to wear appropriate protective gear when engaged in school-sponsored physical education	84.5	76.8	84.2
IVP-27.2 Increase the proportion of public and private schools that require students to wear appropriate protective gear when engaged in school-sponsored intramural activities or physical activity clubs	94.4	85.8	93.1
NWS-2 Increase the proportion of schools that offer nutritious foods and beverages outside of school meals.			
NWS-2.1 Increase the proportion of schools that do not sell or offer calorically sweetened beverages to students ⁸	21.3	9.3	25.6
PA-4 Increase the proportion of the Nation's public and private schools that require daily physical education for all students.			
PA-4.1 Increase the proportion of the Nation's public and private elementary schools that require daily physical education for all students	4.2	4.4 ⁹	3.6
PA-4.2 Increase the proportion of the Nation's public and private middle and junior high schools that require daily physical education for all students	8.6	10.5 ¹⁰	3.4
PA-4.3 Increase the proportion of the Nation's public and private senior high schools that require daily physical education for all students	2.3	2.1	4.0
PA-10 Increase the proportion of the Nation's public and private schools that provide access to their physical activity spaces and facilities for all persons outside of normal school hours (that is, before and after the school day, on weekends, and during summer and other vacations).			
PA-10 31.7	31.7	28.8	25.9
TU-15 Increase tobacco-free environments in schools, including all school facilities, property, vehicles, and school events.			
TU-15.1 Increase tobacco-free environments in elementary schools, including all school facilities, property, vehicles, and school events ¹¹	100.0	65.4	61.2
TU-15.2 Increase tobacco-free environments in middle schools, including all school facilities, property, vehicles, and school events	100.0	58.7	66.2
TU-15.3 Increase tobacco-free environments in high schools, including all school facilities, property, vehicles, and school events	100.0	66.1	74.4

¹ Targets were set based on estimates in which the denominator was schools with standards rather than all schools. Estimates presented for 2006 and 2014 use all schools as the denominator. The estimate for 2006 does not match the estimate previously reported.

² Estimates represent the percentage of schools in which the topic was taught in at least one required class or course.

³ Calculated using school-provided enrollment figures and the criterion that a school had a nurse if one was present for at least 30 hours per week during the 30 days before the study.

⁴ An erroneous value of 85.9 was reported previously.

⁵ Question used to measure this objective is no longer asked in SHPPS.

⁶ The 2014 estimate represents the percentage of schools that responded "each time" to the question "How often does your school notify staff, students, and families prior to the application of pesticides?," while the 2006 estimate represents the percentage of schools that responded "almost always or always" to the question "During the past 12 months, how often were staff and students informed prior to the application of pesticide?"

⁷ Denominator for estimates is those schools in which students engage in physical activities that require protective gear.

⁸ The 2014 estimate represents the percentage of schools that do not offer soda pop or fruit drinks that are not 100% juice, sports drinks, or sugar-sweetened beverages, such as lemonade, sweetened tea or coffee drinks, or Sunny Delight as a la carte items, and do not sell soda pop or fruit drinks that are not 100% juice or sports drinks in vending machines or school stores. The 2006 estimate represents the percentage of schools that do not offer soda pop or fruit drinks that are not 100% juice, sports drinks, or sweetened iced tea as a la carte items, and do not sell soda pop or fruit drinks that are not 100% juice or sports drinks in vending machines or school stores.

⁹ An erroneous value of 3.8% was reported previously.

¹⁰ An erroneous value of 7.8% was reported previously.

¹¹ The previously reported wording of Objective TU-15.1 erroneously referred to "junior high schools" instead of elementary schools. The estimates reported here and previously are for elementary schools.

Discussion

The SHPPS 2014 results presented in this report provide detailed information about school health policies and practices across all areas of the Whole School, Whole Community, Whole Child (WSCC) model (1). Below, results from each of the model's 10 components are highlighted, noting areas of strength as well as those in need of improvement.

Health Education

SHPPS 2014 identified a lack of progress toward meeting Healthy People 2020 objectives related to health education (6). That is, in 2014, schools had not yet met the 2020 targets set for any of the 33 sub-objectives related to health education. Further, for each of these 33 sub-objectives, the percentage of schools meeting the objective has either decreased or not changed significantly relative to the 2006 baseline. Related to Objective ECBP-2 (increase the proportion of elementary, middle, and senior high schools that provide comprehensive school health education to prevent health problems), trend analyses indicated significant decreases between 2000 and 2014 in the percentage of schools requiring students to receive instruction on alcohol or other drug use prevention, HIV prevention, human sexuality, nutrition and dietary behavior, STD prevention, and tobacco use prevention. These findings suggest that efforts are needed to increase the comprehensiveness of school health education.

SHPPS 2014 also revealed a significant decrease since 2006 in the percentage of schools that include health education in Individualized Education Programs or 504 plans. This is of concern, because it suggests schools are not placing importance on health education for a population that might particularly benefit from it. Indeed, students with disabilities are more likely than those without disabilities to engage in a variety of health-risk behaviors (51).

For the first time in 2014, SHPPS assessed the prevalence of online health education courses. Although the percentage of elementary schools and middle schools offering health education classes and courses online is very small (<1%), about one in five high schools offered a health education course taught only online. This is a reflection of technological improvements in recent years, and as technology continues to advance rapidly, these numbers are likely to increase.

One particular area of interest for CDC is health education related to HIV, STD, and teen pregnancy prevention. In 2014, 59.9% of high schools taught the importance of using condoms consistently and correctly in at least one required course, but fewer (50.3%) taught students how to

obtain condoms and only one third (35.5%) taught how to correctly use a condom. Health education that includes such information is recommended by the Community Preventive Services Task Force based on evidence of effectiveness in promoting behaviors that prevent or reduce the risk of HIV, STD, and teen pregnancy (52).

Physical Education and Physical Activity

According to SHPPS 2014, schools in the United States have many policies and practices in place to support a Comprehensive School Physical Activity Program (CSPAP), but efforts are needed to fully implement all five components of a CSPAP (www.cdc.gov/healthyyouth/physicalactivity/cspap.htm). For example, physical education is the foundation of a CSPAP, and although nearly 90% of schools follow national, state, or district physical education standards, very few schools require daily physical education and very few provide the number of minutes recommended by CDC and the Institute of Medicine (8,9). Further, many schools allow students to be exempted from physical education requirements. Since 2000 there has been an increase in exemptions for cognitive disability, long-term physical or medical disability, and religious reasons.

On the positive side, more than three quarters of schools require newly hired teachers to be certified and more than half require those who teach physical education to have continuing education credits on physical education topics or instructional strategies. In addition, the percentage of schools using the Fitnessgram, the fitness assessment of the Presidential Youth Fitness Program (www.pyfp.org), has increased significantly since 2000, although nearly half of schools still are not using this valuable tool.

In addition to physical education, a CSPAP addresses other opportunities for physical activity during the school day. SHPPS 2014 found that physical activity during the school day is widely available in elementary schools, with students in grades K-5 participating in regularly scheduled recess in more than 90% of schools. Opportunities for physical activity outside of physical education are substantially fewer in secondary schools, however. Less than two thirds of middle schools and only 26.5% of high schools have students participate in regular physical activity breaks outside of physical education during the school day, despite this being a recommended practice (8,9).

A CSPAP also addresses physical activity before and after school. These opportunities are more common, with more than half of schools offering opportunities for students to participate in physical activity clubs or intramural sports programs. In addition, the percentage of schools offering

physical activity clubs for cardiovascular fitness and walking has increased since 2000.

Schools can encourage physical activity among students and their families by allowing them to use the school's physical activity and athletic facilities outside of school hours. Unfortunately, the percentage of schools meeting the relevant Healthy People 2020 objective (PA-10: increase the proportion of the Nation's public and private schools that provide access to their physical activity spaces and facilities for all persons outside of normal school hours) (6) has not increased over time. Further, although more than half of schools allow children and adults to use school outdoor athletic facilities without being in a supervised program, the percentage doing so has decreased significantly since 2000. Schools and community groups and organizations (e.g., YMCA, Boys and Girls Club) can work together to increase opportunities for physical activity by making school facilities available.

Nutrition Environment and Services

SHPPS 2014 identified many improvements in the nutrition environment and nutrition services. Both nutrition-related Healthy People 2020 objectives (6) measured by SHPPS school-level data have been met. Specifically, the 2020 target for objective AH-6 (increase the percentage of schools with a school breakfast program) is 75.5%, and SHPPS 2014 found that 77.1% of schools had such a program. Although the percentage of schools serving breakfast in the cafeteria decreased from 97.2% to 86.1% between 2006 and 2014, the percentage of schools serving breakfast in classrooms more than tripled during this same time period, reflecting efforts to improve the availability of breakfast. This is an important improvement, as breakfast consumption is linked to numerous health and education outcomes (53-57).

The 2020 target for objective NWS 2.1 (increase the proportion of schools that do not sell or offer calorically sweetened beverages to students) (6) is 21.3%, and SHPPS 2014 found that 25.6% of schools do not offer soda pop or fruit drinks that are not 100% juice, sports drinks, or sugar-sweetened beverages as a la carte items and do not sell soda pop or fruit drinks that are not 100% juice or sports drinks in vending machines or school stores. However, even though this objective has been met and despite the significant decreases in the percentage of schools that sell these types of beverages in any venue since 2006, the percentage of schools selling these types of beverages is still too high. Students can purchase these items in 47.8% of elementary schools, 73.3% of middle schools, and 95.1% of high schools.

Positive changes also have occurred in the percentage of schools with practices in place that will help them meet the new federal requirements for school meals (13). That is, the

percentage of schools offering two or more different non-fried vegetables and two or more different fruits or types of 100% fruit juice each day for lunch increased significantly between 2000 and 2014. In addition, nearly all schools offered whole grain foods each day at breakfast and lunch, and more than half of schools that prepared food at the school used strategies to reduce sodium content (e.g., using low-sodium canned vegetables instead of regular canned vegetables).

While SHPPS 2014 revealed some improvements in the foods and beverages sold outside of the school meal programs, opportunities to ensure that students receive consistent messages about healthy eating exist. Specifically, significant decreases were detected in the percentage of schools in which students can purchase foods and beverages high in fat, sodium, and added sugars from vending machines or school stores. However, the percentage of schools in which students can purchase fruits or vegetables in these venues is only about 6% and few schools have policies stating that if food is served at student parties or concession stands, fruits or vegetables will be among the foods offered. The percentage of schools that hold fundraiser nights at fast food restaurants has increased since 2006 and nearly half of schools sell items high in fat or added sugars as part of fundraising for any school organization. Additionally, almost one fourth of schools allow soft-drink companies to advertise soft drinks on vending machines. Clearly, more can be done to create school environments that help students choose healthier foods and beverages.

SHPPS 2014 asked for the first time about access to free drinking water and found that 88.3% of schools provide students with such access in the cafeteria during meal times, consistent with federal regulations (13, 58). In addition, 74.1% of schools permit students to have a drinking water bottle with them in all locations during the school day. Access to water is important because it helps to increase students' overall water consumption, maintain hydration, and reduce energy intake if substituted for sugar-sweetened beverages (59-61). Adequate hydration is associated with improved cognitive functioning among children and adolescents (62-65).

Health Services

SHPPS 2014 identified improvements in the availability of school nurses. Specifically, the 2020 target for objective ECBP-5 (increase the proportion of schools that have a full-time registered school nurse-to-student ratio of at least 1:750) (6) has been met for elementary schools, middle schools, and all schools combined and is close to being met for high schools, as shown in Table 12.1. Further, 82.0% of schools have at least a part-time school nurse. Although the

high prevalence of school nurses is a positive finding, many schools still have insufficient numbers of school nurses. In addition, school nurses are not necessarily able to meet all of the healthcare needs of students, yet relatively few schools are connecting students to other providers. For example, only 4.6% of schools have a school-based health center that provides primary care to students and 34.5% of schools have arrangements with organizations or healthcare professionals to provide health services to students at other sites not on school property. This represents a missed opportunity for schools to help students obtain access to health services.

Between 2000 and 2014, some increases were noted in the availability of sexual health services. For example, the percentage of middle and high schools offering HIV counseling, testing, and referral and the percentage offering services specifically for gay, lesbian, or bisexual students increased significantly during this time period, although in 2014 only slightly more than one fourth of middle and high schools were offering each of these services. However, significant decreases were detected in the percentage of middle and high schools offering HIV, STD, and pregnancy prevention in 1-on-1 or small-group settings, and in the percentage of schools in which school nurses had received professional development on HIV and STD prevention and on HIV counseling, testing, and referral. These decreases are concerning, as they suggest that schools are unlikely to be meeting students' need for sexual health services.

In response to the major role schools played during the 2009 H1N1 influenza outbreak, SHPPS 2014 collected data for the first time on influenza and other infectious disease outbreaks at schools. On the positive side, 91.6% of schools had a system to document why students are absent, and 76.0% of schools reviewed absentee records to identify possible outbreaks at school. In addition, 94.8% of schools send students home when they have a fever above a specified temperature. All of these practices can help control the spread of infectious diseases. Fewer than half of schools, however, have a separate area that can be used to isolate students who might have a contagious illness. Only 2.6% of schools require an annual influenza vaccine despite the recommendation from the Advisory Committee on Immunization Practices that all persons aged 6 months and older should receive one. In addition, 28.9% of schools have a school-located seasonal influenza vaccination clinic where students, faculty and staff, students' families, or other community members can receive influenza vaccines. These findings suggest that, while schools have some systems in place to help prevent infectious disease outbreaks, more can be done specifically related to preventing influenza.

Counseling, Psychological, and Social Services

To address the mental health needs of children and adolescents, schools ideally would provide a wide range of coordinated counseling, psychological, and social services (21). SHPPS 2014 found that, while more than three fourths of schools had the equivalent of a full-time school counselor, far fewer schools had even part-time school psychologists or social workers. In addition, the percentage of schools with someone to oversee or coordinate mental health and social services at the school decreased between 2000 and 2014. Further, only 40.5% of schools have arrangements with organizations or mental health or social services professionals to provide services to students at other sites not on school property, which is significantly lower than the 51.6% of schools that had such arrangements in 2000. As a result, it is unlikely that schools are meeting the counseling, psychological, and social services needs of students.

Some positive findings related to school mental health and social services were noted, however. For example, changes in technology have allowed for improved privacy when schools provide counseling, psychological, and social services to students. That is, between 2000 and 2014, the percentage of schools with a dedicated phone line and an answering machine or voice mail reserved for mental health or social services staff increased significantly. Further, the percentage of schools requiring a minimum level of education for newly hired school social workers has increased since 2000, as has the percentage requiring newly hired social workers to be licensed, certified, or credentialed. Finally, SHPPS 2014 asked for the first time whether all school mental health or social services staff are required to earn continuing education credits on mental health or social services topics and found that 76.5% of schools had such a requirement.

Healthy and Safe School Environment (includes Social and Emotional Climate)

As with other components of school health, SHPPS 2014 identified both positive and negative findings related to a healthy and safe school environment. On the positive side, nearly all schools had a student handbook that informed students about rules related to both bullying and electronic aggression/cyberbullying and 79.7% of schools participated in a program to prevent bullying. Much work is still needed, however, to develop effective bullying prevention programs for use in schools (66). In the area of school safety and security, between 2000 and 2014, the percentage of schools requiring students to wear school uniforms, the percentage

requiring students and visitors to wear identification badges, the percentage using security or surveillance cameras, and the percentage using armed security staff all increased significantly.

Positive findings also were detected related to tobacco use prevention and crisis preparedness. The percentage of schools that posted signs marking a tobacco-free school zone increased from 42.4% in 2000 to 66.4% in 2014. Likewise, a significant increase occurred during this time in the percentage of schools that prohibited all tobacco use during any school-related activity (from 46.3% to 65.3%), although schools at all levels continue to fall short of the target of 100% for Healthy People 2020 objective TU-15 (increase tobacco-free environments in schools, including all school facilities, property, vehicles, and school events) (6). Related to crisis preparedness, nearly all schools had some type of crisis preparedness plan, whether it be one provided by the district (12.4% of schools), one adapted from a district-level plan to meet the school's needs (36.5%), or their own plan (36.5%). As recommended in the US Department of Education's *Practical Information on Crisis Planning: A Guide for Schools and Communities* (67), the percentage of schools that provided students with training on the plan increased from 71.5% in 2006 to 85.5% in 2014, although significant decreases were found in the percentage of schools that worked with local emergency medical services, health departments, hospitals, or mental health or social services agencies to develop the plan.

SHPPS 2014 identified negative findings related to sun safety. Almost half of schools allowed time for students to apply sunscreen at school, but in general, practices related to sun safety were not common. *The Surgeon General's Call to Action to Prevent Skin Cancer*, urges collaboration across many sectors, including education, to increase awareness of skin cancer and promote reductions in risk (68), as skin cancer, although mostly preventable, is the most commonly diagnosed cancer in the United States (69).

Similarly, SHPPS 2014 identified negative findings in the areas of school health coordination and student involvement. School health councils, committees, or teams can be a valuable means by which schools develop, implement, and sustain a healthy and safe environment for students and staff (70), but only 35.7% of schools had such a council, a significant decrease from 65.7% in 2000. Further, these councils were less likely to address the prevention of alcohol or other drug use, HIV infection, pregnancy, and tobacco use than they were in 2006. Finally, although most schools involved students in developing school or classroom rules, fewer collected suggestions from students about school health programs such as health services, health education, mental health and social services, nutrition services, and physical education. This is

a missed opportunity, as involving students in developing and implementing school health programs can lead to innovative ideas about what works with youth, create buy-in among the student population, and serve as a learning opportunity for involved youth (71).

Physical Environment

For the first time, SHPPS 2014 asked questions about the age of school buildings and found that, on average, schools were 48 years old, with one in five schools having undergone a major renovation to the main instructional building. School age increases the importance of addressing issues related to the physical environment. Although SHPPS 2014 found that schools have exceeded the 2020 target for Healthy People 2020 objective EH-16.2 (increase the proportion of schools that have a plan for how to address mold problems) (6), SHPPS 2014 indicated a lack of progress toward objectives related to indoor air quality management programs, pesticide use practices, and drinking water inspection practices. For example, fewer than half of schools had an indoor air quality management program, although more than 80% of schools engaged in some practices that can protect indoor air quality, such as conducting inspections related to mold and moisture and of the heating, ventilation, and air conditioning system. Fewer schools, however, almost always or always maintained American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE) standards for ventilation, had ever been tested for radon, and had adopted a policy to purchase low-emitting products for use in and around the school grounds. To improve indoor air quality, schools can use the U.S. Environmental Protection Agency's (EPA) *Indoor Air Quality Tools for Schools* guidance materials (72), which have been found to be an "effective and practical intervention to address indoor air quality problems in schools" in the majority of one state's school districts in spite of limited resources (73).

SHPPS 2014 also revealed a need for improvement in the percentage of schools that use integrated pest management strategies, which are approaches to pest control that address safety concerns when using pesticides and focus on eliminating pest access to food, water, and shelter in and around the school. For example, less than half of schools almost always or always allowed eating only in designated areas to control pests; sealed openings in walls, floors, doors, and windows with caulk or weather stripping; and, where applicable, required students to clean lockers, inside of desks, and inside of cubbies weekly. To improve their pest management practices, schools can consult EPA's *Model Pesticide Safety and IPM Guidance Policy for School Districts* (74), which provides recommendations for best management practices for the successful implementation of pesticide safety and integrated pest management in K-12 schools.

Walking or biking to school benefits student health and the physical school environment. Although few (6.5%) schools prohibit students from walking or biking to school, in 77.3% of schools, fewer than one in four students walk or bike to or from school and only one third of schools provided promotional materials to students or families on walking or biking to schools. These data likely reflect that most students live too far from school or that parents are concerned for their child's safety while walking to or from school (75). This parental concern may not be unfounded. Although for more than three fourths of schools, the speed limit on the streets that abut or are adjacent to the school grounds was 25 miles per hour or less during peak travel times, SHPPS revealed that less than half of schools use crossing guards, have traffic calming devices to slow driving speeds on the streets that abut or are adjacent to the school grounds, or have law enforcement officials to promote traffic safety near the school. Slightly more than half of schools have law enforcement officials to prevent crime near the school.

SHPPS 2014 asked for the first time about joint use agreements at the school level. Joint use or shared use of public school facilities takes advantage of existing, potentially underutilized infrastructure, and provides community access to facilities for a variety of purposes (28, 29). Overall, 57.5% of schools had a joint use agreement either directly or through the school district. Most often these agreements were for the use of facilities for indoor or outdoor recreation or physical activity. Such agreements may bolster progress toward meeting Healthy People 2020 objective PA-10, as described in the Physical Education and Physical Activity section above.

Employee Wellness

According to SHPPS 2014 results, employee wellness programs are not particularly prevalent in schools in the United States. Only about one third of schools have someone at school who oversees or coordinates health promotion activities or services for school faculty and staff and less than one third offer each of the eight types of health screening covered in the questionnaire, with the exception of blood pressure screening, offered by 37.4% of schools. More schools offer other types of activities or services, however. More than two thirds of schools offer education for faculty and staff related to CPR, emergency preparedness, and first aid and make indoor or outdoor school physical activity facilities or equipment available for school faculty and staff. In addition, the percentage of schools offering physical activity programs, such as aerobics classes, basketball leagues, or walking or jogging clubs increased from 39.8% in 2000 to 50.0% in 2014. Increases between 2000 and 2014 also were detected in the percentage of schools offering nutrition education, stress management,

and weight management and increases between 2006 and 2014 were found in the percentage of schools offering worksite safety education and health risk appraisals.

SHPPS 2014 added a few new questions related to employee wellness in response to school involvement during the 2009 H1N1 influenza outbreak. Results were encouraging, in that nearly all schools allow faculty and staff to use sick leave to care for their own sick children, which avoids the need to send sick children to school. In addition, although only 2.1% of schools require faculty and staff to receive annual flu vaccinations while employed, 70.6% recommended such vaccinations.

The percentage of schools that had ever conducted a needs assessment of health promotion activities or services for faculty and staff decreased from 33.8% in 2006 to 17.4% in 2014. This low prevalence is not surprising; according to SHPPS results, most schools do not appear to have the capacity to implement health promotion activities and services for faculty and staff. This is unfortunate, given that such employee wellness activities have been shown to be cost effective (32-35).

Family Engagement

SHPPS 2014 revealed that ample room exists for improvement in family engagement in school health. Since 2000, significant decreases have occurred in the percentage of schools in which students' families helped develop, communicate, or implement policies or activities related to violence prevention, tobacco-use prevention, alcohol-use prevention, illegal drug-use prevention, and injury prevention. Further, less than half of schools engaged families by inviting them to attend health education or physical education classes, inviting them to tour health services or mental health and social services facilities, or meeting with a parents' organization to discuss school health education, physical education, health services, mental health and social services, or nutrition services. These seem like simple ways to engage families, yet most schools do not take advantage of such opportunities.

Across all components of the WSCC model (1), making school meal menus available to families of all students is the most common way assessed in SHPPS 2014 that schools are involving families, with 94.7% of schools doing so. While this practice might increase student participation in school meal programs, it is fairly passive and falls short of true involvement that could be achieved by more active methods, such as inviting family members to a school meal.

On the positive side, SHPPS 2014 found that faculty do engage in practices to promote family involvement when it comes to academics. For example, in more than three fourths of schools, all faculty encouraged families to attend

parent-teacher conferences and provided students' families with a way to communicate directly with teachers. While such practices are important, schools can do more to engage families in school health-related activities to ensure that students are healthy and ready to learn (36).

Community Involvement

According to SHPPS 2014, community service is one of the most common ways schools are involved with the community. That is, 62.4% of elementary schools, 79.0% of middle schools, and 95.0% of high schools provide community service opportunities for students. Service-learning opportunities are less common but still fairly prevalent. Teachers in relatively few health education and physical education classes and courses ask students to do activities such as gathering information about health services or physical activity programs available in the community, participate in community health fairs, or perform volunteer work with physical activity programs or events or organizations that address health issues.

Another aspect of community involvement is having community members help develop, communicate, or implement health-related policies or activities. This is not a very common practice. Between 2000 and 2014, the percentage of schools in which community members did any of these things related to violence prevention, tobacco-use prevention, alcohol-use prevention, illegal drug-use prevention, and injury prevention policies or activities all decreased. Clearly, room for improvement exists in community involvement with school health policies and activities.

Conclusion

This discussion has highlighted some of the key results from SHPPS 2014, but the results presented in the report tables provide a much more detailed picture of school health policies and practices in our nation's schools. Unlike previous reports of SHPPS results, this report presents results, including 95% confidence intervals, from all variables by school level. This new format allows for quick comparisons of differences by school level. More sophisticated analyses of these data also are possible. Those wishing to conduct secondary analyses can find all datasets and documentation at www.cdc.gov/shpps. Results in this report will be used by CDC and others working in the field of school health to help schools nationwide improve their school health policies and practices, which in turn can help improve the health status of school-aged youth.

References

1. Centers for Disease Control and Prevention. Whole School, Whole Community, Whole Child. Available at: <http://www.cdc.gov/healthyyouth/wssc/index.htm>. Accessed May 20, 2015.
2. Allensworth DD, Kolbe LJ. The comprehensive school health program: exploring an expanded concept. *Journal of School Health* 1987; 57(10):409-412.
3. ASCD & Centers for Disease Control and Prevention. (2014). Whole School, Whole Community, Whole Child: a Collaborative Approach to Learning and Health. Alexandria, VA: ASCD; 1-13. Available at: <http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wssc-a-collaborative-approach.pdf>. Accessed April 17, 2015.
4. Joint Committee on National Health Education Standards. *National Health Education Standards*, Second Edition, Achieving Excellence. Atlanta, GA: American Cancer Society, 2007. Available at: <http://www.cdc.gov/healthyyouth/sher/standards>. Accessed May 20, 2015.
5. Centers for Disease Control and Prevention. Characteristics of an Effective Health Education Curriculum. Available at: <http://www.cdc.gov/healthyyouth/SHER/characteristics/index.htm>. Accessed May 14, 2015.
6. U.S. Department of Health and Human Services. Healthy People 2020. Washington, DC: U.S. Department of Health and Human Services; 2010. Available at: www.healthypeople.gov/2020. Accessed May 20, 2015.
7. U.S. Department of Health and Human Services. *2008 Physical Activity Guidelines for Americans*. Washington, DC: U.S. Department of Health and Human Services; 2008.
8. Centers for Disease Control and Prevention. School health guidelines to promote healthy eating and physical activity. *MMWR* 2011; 60(No. RR-5).
9. Institute of Medicine. *Educating the Student Body: Taking Physical Activity and Physical Education to School*. Harold W. Kohl III and Heather D. Cook, Editors; Committee on Physical Activity and Physical Education in the School Environment; Food and Nutrition Board; Institute of Medicine. Washington D.C.: The National Academies Press, 2013. Available at: http://www.nap.edu/catalog.php?record_id=18314. Accessed: April 20, 2015.
10. Centers for Disease Control and Prevention. A Guide for Developing Comprehensive School Physical Activity Programs. Atlanta, GA: US Department of Health and Human Services; 2013.
11. SHAPE America. National standards and grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics. SHAPE America; 2014.
12. Story M. The Third School Nutrition Dietary Assessment Study: Findings and Policy Implications for Improving the Health of US Children. *J Am Diet Assoc*. 2009 Feb;109(2 Suppl):S7-13.
13. Healthy, Hunger-Free Kids Act of 2010, Pub L 111–296, 124 Stat 3183, Sec 201, 203, 204, and 208.
14. Institute of Medicine. *Nutrition Standards for Foods in School: Leading the Way Toward Healthier Youth*. Washington, D.C.: The National Academies Press, 2007.
15. Institute of Medicine. *Accelerating Progress in Obesity Prevention: Solving the Weight of the Nation*. Washington, D.C.: The National Academies Press, 2013.
16. Kim SA, Moore LV, Galuska D, Wright AP, Harris D, Grummer-Strawn LM, Merlo CL, Nihiser AJ, Rhodes DG. Vital signs: fruit and vegetable intake among children - United States, 2003-2010. *MMWR*. 2014;63(31):671-6.
17. National Research Council and Institute of Medicine. Committee on Adolescent Health Care Services and Models of Care for Treatment, Prevention, and Healthy Development. *Adolescent Health Services: Missing Opportunities*. Washington, DC: The National Academies Press; 2009. Available at: http://www.nap.edu/catalog.php?record_id=12063. Accessed May 20, 2015.
18. American Academy of Pediatrics. Council on School Health. Role of the school nurse in providing school health services. *Pediatrics*. 2008;121:1052–1056.
19. National Association of School Nurses. Position Statement: Role of the School Nurse. Silver Spring, MD: National Association of School Nurses; 2011. Available at: <http://www.nasn.org/portals/0/positions/2011psrole.pdf>. Accessed May 20, 2015.
20. Perou R, Bitsko RH, Blumberg SJ, Pastor P, Ghandour RM, Gfroerer JC, et al. Mental Health Surveillance Among Children — United States, 2005–2011. *MMWR*. 2013; 62(02);1-35.
21. New Freedom Commission on Mental Health. Achieving the Promise: Transforming Mental Health Care in America. Final Report. Rockville, MD: U.S. Department of Health and Human Services; 2003. DHHS Pub. No. SMA-03-3832. Available at: <http://govinfo.library.unt.edu/mentalhealthcommission/reports/FinalReport/downloads/downloads.html>. Accessed May 20, 2015.
22. Stephan SH, Weist M, Kataoka S, Adelsheim S, Mills, C. Transformation of children's mental health services: the role of school mental health. *Psychiatric Services*. 2007;58(10):1330–1338.
23. American Academy of Pediatrics. Council on School Health. Policy statement—school-based mental health services. *Pediatrics*. 2004;113(6):1839–1845.
24. American School Health Association. School-based Mental Health Services. Kent, Ohio: American School Health Association; 2006. Available at: http://www.ashaweb.org/files/public/Resolutions/School_Based_Mental_Health_Services.pdf. Accessed May 20, 2015.
25. Frumkin H. Introduction. In: Frumkin H, Geller R, Rubin IL, eds. *Safe and Healthy School Environments*. New York: NY: Oxford University Press; 2006.
26. Wargo, J. *The Physical School Environment: An Essential Component of a Health-Promoting School*. Geneva, Switzerland, World Health Organization, 2004:1-51. Available at: <http://www.who.int/ceh/publications/cehphysical/en/>. Accessed April 17, 2014.
27. Frumkin H, Beller RJ, Rubin IL (Eds.). *Safe and Healthy School Environment*. New York, NY: Oxford University Press. 2006.

28. Vincent JM. Joint use of public schools: a framework for promoting healthy communities. *Journal of Planning Education and Research*. 2014;34(2):153-168.
29. Filardo M, Vincent JM, Allen M, Franklin J. Joint use of public schools: a framework for a new social contract. Washington, DC: 21st Century School Fund and Center for Cities & Schools; 2010:1-13.
30. Snyder TD, Dillow SA. *Digest of Education Statistics, 2012*. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education; 2012. Publication number NCES 2014-015. Available at: <http://nces.ed.gov/pubs2014/2014015.pdf>. Accessed May 20, 2015.
31. Directors of Health Promotion and Education. *School Employee Wellness: A Guide for Protecting the Assets of Our Nation's Schools*. Reston, VA: Directors of Health Promotion and Education; 2007. Available at: http://www.healthyschools.org/staff_health/documents/EntireGuide.pdf.
32. Aldana SG, Merrill RM, Price K, Hardy A, Hager R. Financial impact of a comprehensive multisite workplace health promotion program. *Preventive Medicine* 2005;40:131-137.
33. Blair SN, Smith S, Collingwood TR, Reynolds R, Prentice MC, Sterling CL. Health promotion for educators: impact on absenteeism. *Preventive Medicine* 1986;15:166-175.
34. Kaldy J. Schools shape up with employee wellness. *The School Administrator* 1985;42(4):12-15.
35. Chapman LS. Meta-evaluation of worksite health promotion economic return studies: 2005 update. *American Journal of Health Promotion*. 2005;19(6):1-11.
36. Centers for Disease Control and Prevention. Parent Engagement: Strategies for Involving Parents in School Health. Atlanta, GA: U.S. Department of Health and Human Services; 2012. Available at: http://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf. Accessed May 20, 2015.
37. Epstein JL. *School, Family, and Community Partnerships: Your Handbook for Action*. 3rd edition. Thousand Oaks, CA: Corwin Press; 2009.
38. Epstein LS. *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Boulder, CO: Westview Press; 2001.
39. Carlyon P, Carlyon W, McCarthy A. Family and community involvement in school health. In: Marx E, Wooley S, eds., with Northrop D. *Health Is Academic: A Guide to Coordinated School Health Programs*. New York, NY: Teachers College Press; 1998:67-95.
40. Golan M, Crow S. Targeting parents exclusively in the treatment of childhood obesity: long-term results. *Obesity Research* 2004;2:357-361.
41. Haerens L, De Bourdeaudhuij I, Maes L. School-based randomized controlled trial of a physical activity intervention among adolescents. *Journal of Adolescent Health* 2007;40(3):258-265.
42. Lantz PM, Jacobson PD, Warner KE, Wasserman J, Pollack HA, Berson J, Ahlstrom A. Investing in youth tobacco control: a review of smoking prevention and control strategies. *Tobacco Control* 2000;9:47-63.
43. Storr CL, Ialongo NS, Kellam SG, Anthony JC. A randomized controlled trial of two primary school intervention strategies to prevent early onset tobacco smoking. *Drug and Alcohol Dependence* 2002;66:51-60.
44. National Asthma Education and Prevention Program. *Students with Chronic Illnesses: Guidance for Families, Schools and Students*. Bethesda, MD: National Heart, Lung, and Blood Institute; 2002. Available at www.nhlbi.nih.gov/health/public/lung/asthma/guidfam.htm.
45. Wheeler LS, Merkle SL, Gerald LB, Taggart VS. Managing asthma in schools: lessons learned and recommendations. *Journal of School Health* 2006;76(6):340-344.
46. Coyle K, Basen-Engquist K, Kirby D, Parcel G, Banspach S, Collins J, Baumler E, Carvajal S, Harrist R. Safer choices: reducing teen pregnancy, HIV, and STDs. *Public Health Reports* 2001;116 (Supplement 1):82-93.
47. Guilamo-Ramos V, Jaccard J, Dittus P, Bouris A, Bernardo G, Casillas E, Banspach S. A comparative study of interventions for delaying the initiation of sexual intercourse among Latino and black youth. *Perspectives on Sexual and Reproductive Health* 2011;43(4):247-254.
48. Burrus B, Leeks KD, Sipe TA, Dolina S, Soler R, Elder R, Barrios L, Greenspan A, Fishbein D, Lindegren ML, Achrekar A, Dittus P. Person-to-person interventions targeted to parents and other caregivers to improve adolescent health: a Community Guide systematic review. *American Journal of Preventive Medicine* 2012;42(3):316-326.
49. Markham CM, Lormand D, Gloppen KM, Peskin MF, Flores B, Low B, House LD. Connectedness as a predictor of sexual and reproductive health outcomes for youth. *Journal of Adolescent Health* 2010;46(3, Suppl):S23-S41.
50. Council of Chief State School Officers. Joint Work Group. *Essential Tips for Successful Collaboration*. Washington, DC: Council of Chief State School Officers; 2004.
51. Everett Jones S, Lollar D. Relationship between physical disabilities or long-term health problems and health risk behaviors or conditions among US high school students. *Journal of School Health* 2008;78(5):252-257.
52. Centers for Disease Control and Prevention. Guide to community preventive services. Prevention of HIV/AIDS, other STIs and pregnancy: interventions for adolescents. Atlanta, GA: US Department of Health and Human Services, CDC; 2010. Available at <http://www.thecommunityguide.org/hiv/riskreduction.html>. Accessed May 20, 2015.
53. Rampersaud GC. Benefits of breakfast for children and adolescents: update and recommendations for practitioners. *Am J Lifestyle Med*. 2009;3(2):86-103.
54. American Dairy Association and Dairy Council, Inc. *The Nutritional and Academic Implications of Breakfast. Supporting Methods for Increasing Breakfast Consumption among Children and Adolescents*. North Syracuse, NY: American Dairy Association and Dairy Council, Inc.; 2009.
55. International Food Information Council Foundation. *Breakfast and Health*. Washington, DC: International Food Information Council Foundation; 2008.
56. Schembre SM, Wen CK, Davis JN, et al. Eating breakfast more frequently is cross-sectionally associated with greater physical activity and lower levels of adiposity in overweight Latina and African American girls. *Am J Clin Nutr*. 2013;98(2):275-81.

57. Jackson LW. The most important meal of the day: why children skip breakfast and what can be done about it. *Pediatr Ann.* 2013;42(9):184–187.
58. National school lunch program and school breakfast program: nutrition standards for all foods sold in school as required by the Healthy, Hunger-Free Kids Act of 2010, 7 CFR Section 210 and 220.
59. Kaushik A, Mullee MA, Bryant TN, Hill CM. A study of the association between children's access to drinking water in primary schools and their fluid intake: can water be 'cool' in school? *Child Care Health Dev.* 2007;33:409-415.
60. Muckelbauer R, Libuda L, Clausen K, Toschke AM, Reinehr T, Kersting M. Promotion and provision of drinking water in schools for overweight prevention: randomized, controlled cluster trial. *Pediatrics* 2009;123:e661-e667.
61. Wang Y C, Ludwig DS, Sonnevile K, Gortmaker SL. Impact of change in sweetened caloric beverage consumption on energy intake among children and adolescents. *Arch Pediatr Adolesc Med.* 2009; 163(4):336-343.
62. Popkin BM, D'Anci KE, Rosenberg IH. Water, hydration, and health. *Nutr Rev.* 2010;68(8):439-458.
63. Kempton MJ, Ettinger U, Foster R, et al. Dehydration affects brain structure and function in healthy adolescents. *Hum Brain Mapp.* 2011;32:71-79.
64. Edmonds CJ, Jeffes B. Does having a drink help you think? 6-7-year-old children show improvements in cognitive performance from baseline to test after having a drink of water. *Appetite* 2009;53:469-472.
65. Edmonds CJ, Burford D. Should children drink more water? The effects of drinking water on cognition in children. *Appetite* 2009;52:776-779.
66. Evans CBR, Fraser MW, Cotter KL. The effectiveness of school-based bullying prevention programs: A systematic review. *Aggression and Violent Behavior* 2014; 19: 532–544.
67. U.S. Department of Education. *Practical Information on Crisis Planning: a Guide for Schools and Communities.* Washington, DC: U.S. Department of Education; 2007. Available at: <http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>. Accessed May 20, 2015.
68. U.S. Department of Health and Human Services. The Surgeon General's Call to Action to Prevent Skin Cancer. Washington, DC: U.S. Dept of Health and Human Services, Office of the Surgeon General; 2014.
69. Rogers HW, Weinstock MA, Harris AR, et al. Incidence estimate of nonmelanoma skin cancer in the United States, 2006. *Arch Dermatol.* 2010;146(3):283-287.
70. Shirer K. Promoting Healthy Youth, Schools, and Communities: A Guide to Community-School Health Councils. Atlanta, GA: American Cancer Society; 2003. Available at: <http://www.cancer.org/acs/groups/content/@nho/documents/document/guidetocommunityschoolhealthcou.pdf>. Accessed May 20, 2015.
71. Alberta Health Services. Student involvement: an important part of a healthy school community. 2013:1-4. Available at: <http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-csh-student-involvement.pdf>. Accessed April 17, 2015.
72. U.S. Environmental Protection Agency. IAQ Tools for Schools Action Kit, Washington, DC, U.S. Environmental Protection Agency. 2012. Available at: <http://www.epa.gov/iaq/schools/actionkit.html>. Accessed April 17, 2015.
73. Foscue K, Harvey M. A statewide multiagency intervention model for empowering schools to improve indoor environmental quality. *Journal of Environmental Health* 2011;74(2): 8-15.
74. U.S. Environmental Protection Agency. *Model Pesticide Safety and IPM Guidance Policy for School Districts.* Washington, DC: U.S. Environmental Protection Agency, 2015:1-7.
75. Martin S, Carlson S. Barriers to children walking to or from school --- United States, 2004. *MMWR.* 2005;54(38):949-952.

