

2018 School Health Profiles

Montana and U.S. Results

Characteristics of School Health Programs and Policies

Montana Office of Public Instruction
Health Enhancement and Safety Division
November 2019



What is the Profiles?

The School Health Profiles (Profiles) was developed by the U.S. Centers for Disease Control and Prevention (CDC), in collaboration with state and local education and health agencies, to measure progress in the implementation health education programs and school policies and practices to help improve the health of school-aged youth. Profiles has been conducted biennially since 1996. Profiles consists of a two-part questionnaire used by principals and the lead health education teacher of each secondary school in Montana that serve students in grades 6 through 12. For each middle or high school sampled, the principal and the lead health education teacher completed a self-administered questionnaire. The principal questionnaire reported on school health policies and practices while the health education teacher questionnaire reported on health education program implementation. In 2018, the Montana sample consisted of 277 schools, with 248 (90%) of principals and 228 (82%) of health education teachers returning completed questionnaires.

Profiles helps education and health agencies monitor and assess characteristics of and trends in:

- a) school health education;
- b) physical education and physical activity;
- c) practices related to bullying and sexual harassment;
- d) school health policies related to tobacco-use prevention and nutrition;
- e) school-based health services;
- f) family engagement and community involvement; and
- g) school health coordination.

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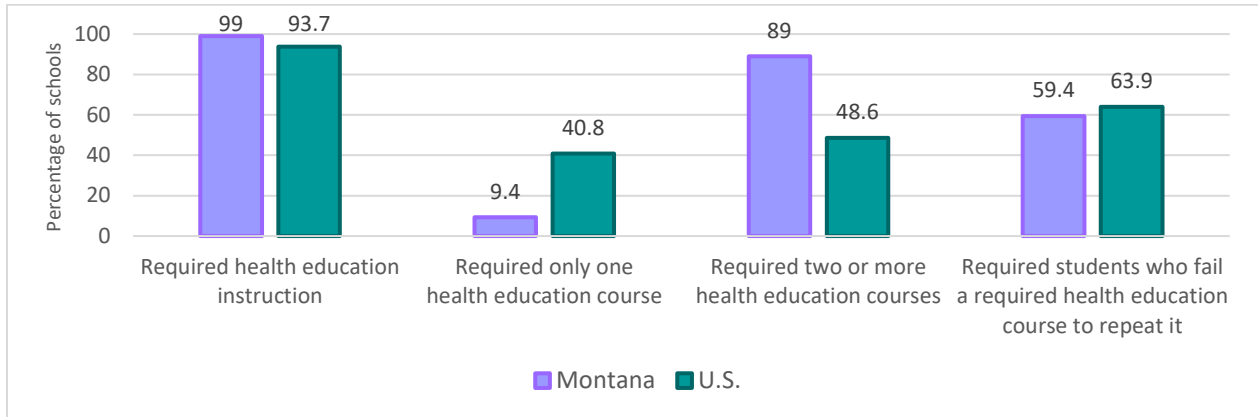
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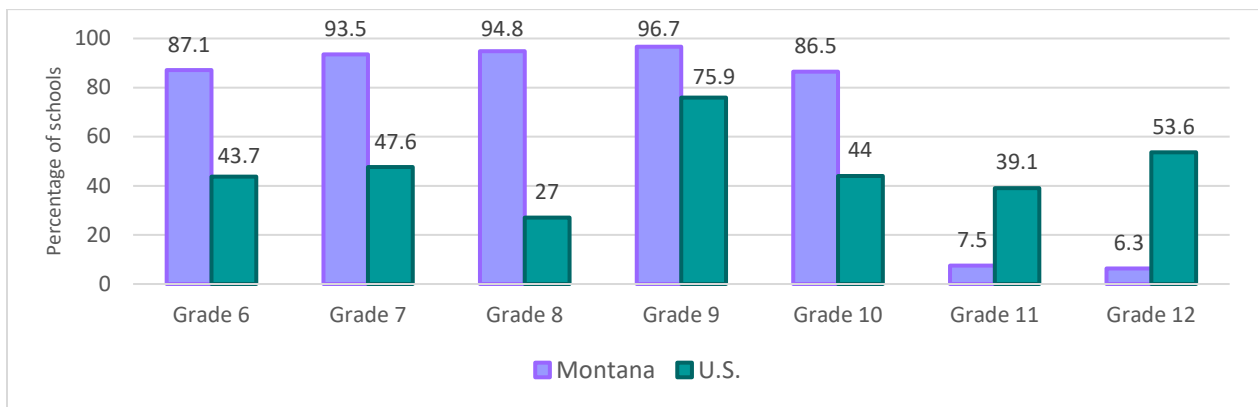
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Health Education Teacher Surveys

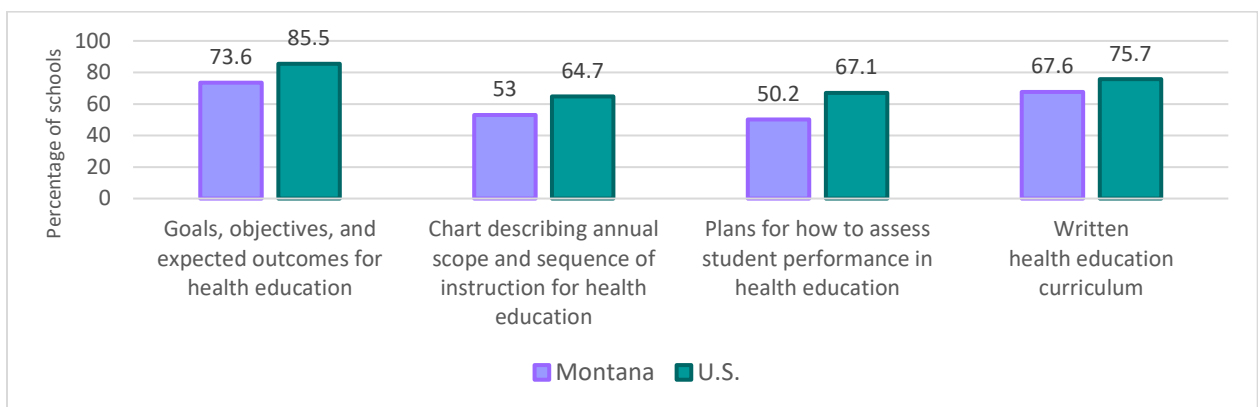
Health Education Program Requirements



Required Health Education in Each Grade

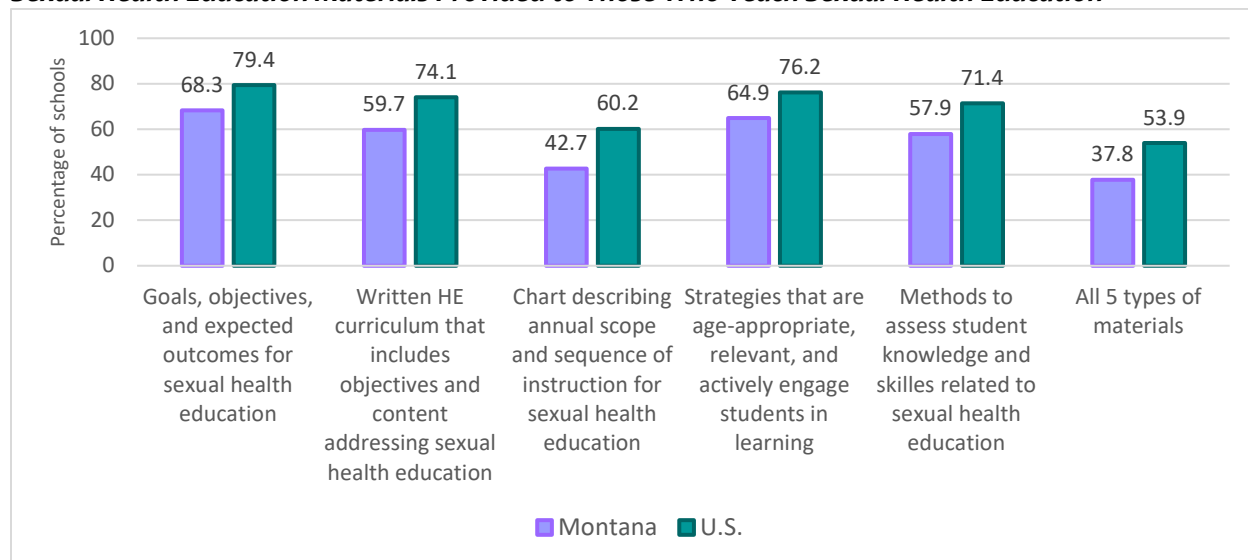


Health Education Materials Provided to Those Who Teach Health Education



Health Education Teacher Surveys

Sexual Health Education Materials Provided to Those Who Teach Sexual Health Education

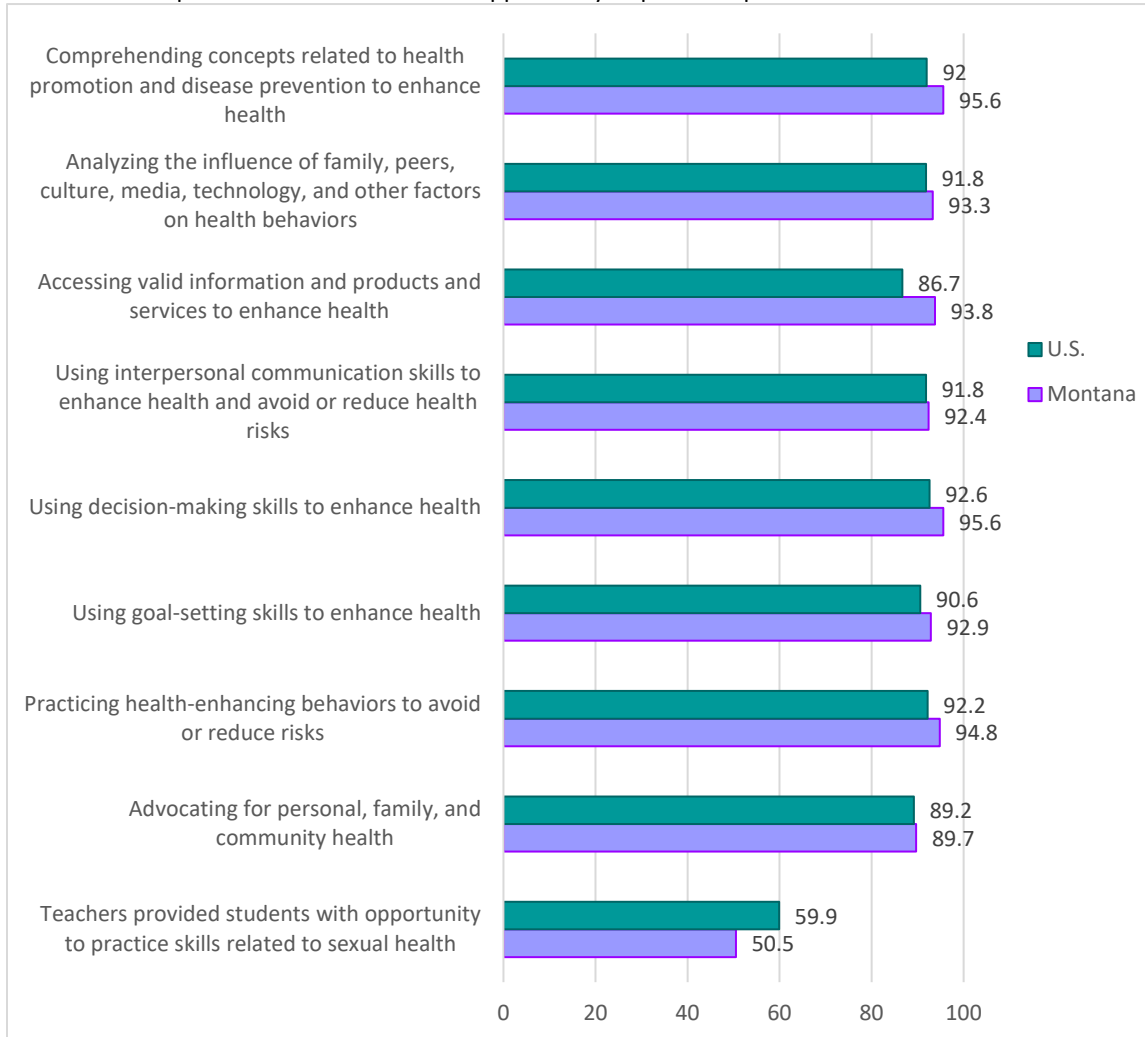


Specific Health-Related Topics Taught During the Current School Year (Percentage of Schools)	Montana	U.S.
Alcohol- or other drug-use prevention	96.9	93.5
Asthma	59.7	54.1
Chronic disease prevention (such as diabetes or obesity prevention)	91.5	88.7
Emotional and mental health	91.4	91.4
Epilepsy or seizure disorder	42.3	42.1
Food allergies	69.2	65.1
Foodborne illness prevention	70.1	65.8
HIV prevention (Human immunodeficiency virus)	89.2	86.1
Human sexuality	83.2	80.3
Infectious disease prevention	86.5	83
Injury prevention and safety	91.5	85.4
Nutrition and dietary behavior	98.1	96.5
Physical activity and fitness	100.0	98.0
Pregnancy prevention	82.9	80.9
STD prevention (Sexually transmitted disease)	87.5	85.8
Suicide prevention	90.2	83.5
Tobacco-use prevention	95.4	92.9
Violence prevention	93.0	92.8

Health Education Teacher Surveys

Skills Practice

Percentage of schools with a health education curriculum that addressed specific skills and the percentage in which teachers provided students with the opportunity to practice specific skills.



Health Education Teacher Surveys

Tobacco-Use Prevention

Specific Tobacco-Use Prevention Topics Taught During the Current School Year (Percentage of Schools)	Montana	U.S.
Identifying tobacco products and the harmful substances they contain	91.7	87.6
Identifying short- and long-term health consequences of tobacco use	93.1	88.5
Identifying social, economic, and cosmetic consequences of tobacco use	86.9	84.0
Understanding the addictive nature of nicotine	92.1	86.7
Effects of nicotine on the adolescence brain	81.0	79.9
Effects of tobacco use on athletic performance	81.0	78.7
Effects of second-hand smoke and benefits of a smoke-free environment	88.8	86.6
Understanding social influences on tobacco use, including media, family, peers, and culture	88.5	85.3
Identifying reasons why students do and do not use tobacco	91.3	83.8
Making accurate assessments of how many peers use tobacco	75.1	68.8
Using interpersonal communication skills to avoid tobacco use	86.4	85.3
Using goal-setting and decision-making skills related to not using tobacco	79.7	81.7
Finding valid information and services related to tobacco-use prevention and cessation	74.0	73.9
Supporting others who abstain from or want to quit using tobacco	80.7	73.9
Identifying harmful effects of tobacco use on fetal development	82.5	77.7
Relationship between using tobacco and alcohol or other drugs	89.0	84.3
How addiction to tobacco use can be treated	83.0	78.3
Understanding school policies and community laws related to the sale and use of tobacco products	83.7	78.9
Benefits of tobacco cessation program	62.5	62.7
All 19 tobacco-use prevention topics	51.6	49.9

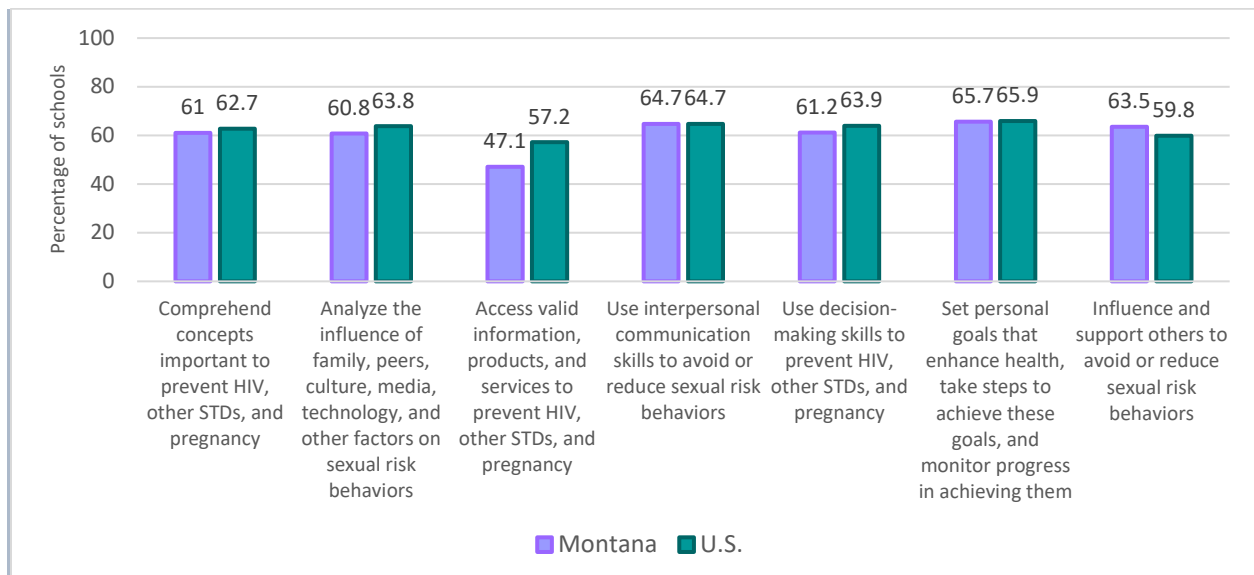


Health Education Teacher Surveys

Sexual Health Education – Grades 6, 7, or 8

Specific Sexual Health Topics Taught During the Current School Year (Percentage of Schools)	Montana	U.S.
Benefits of being sexually abstinent	73.3	73.3
How to access valid and reliable information, products, and services related to HIV, other STDs, and pregnancy	57.6	63.5
Influence of family, peers, media, technology, and other factors on sexual risk behaviors	72.1	70.8
Communication and negotiation skills	66.8	66.9
Goal-setting and decision-making skills	62.6	65.4
Influencing and supporting others to avoid or reduce sexual risk behaviors	66.1	65.0
The relationship between alcohol and other drug use and sexual risk behaviors	77.8	70.5
Importance of using condoms consistently and correctly	37.8	44
Importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy	40.8	45.0
How to create and sustain healthy and respectful relationships	79.3	75.9
Importance of limited the number of sexual partners	55.1	62.6
Preventive care that is necessary to maintain reproductive and sexual health	53.0	58.9
How HIV and other STDs are transmitted	71.9	70.7
Health consequences of HIV, other STDs, and pregnancy	73.3	70.9
Efficacy of condoms	46.3	51.4
How to obtain condoms	30.9	36.2
How to correctly use a condom	19.5	27.6
Methods of contraception other than condoms	42.6	47.9
Sexual orientation	27.9	36.2
Gender roles, gender identity, or gender expression	31.0	38.5
All 20 sexual health topic	12.4	17.6

Assessment of Specific Skills in Sexual Health Education

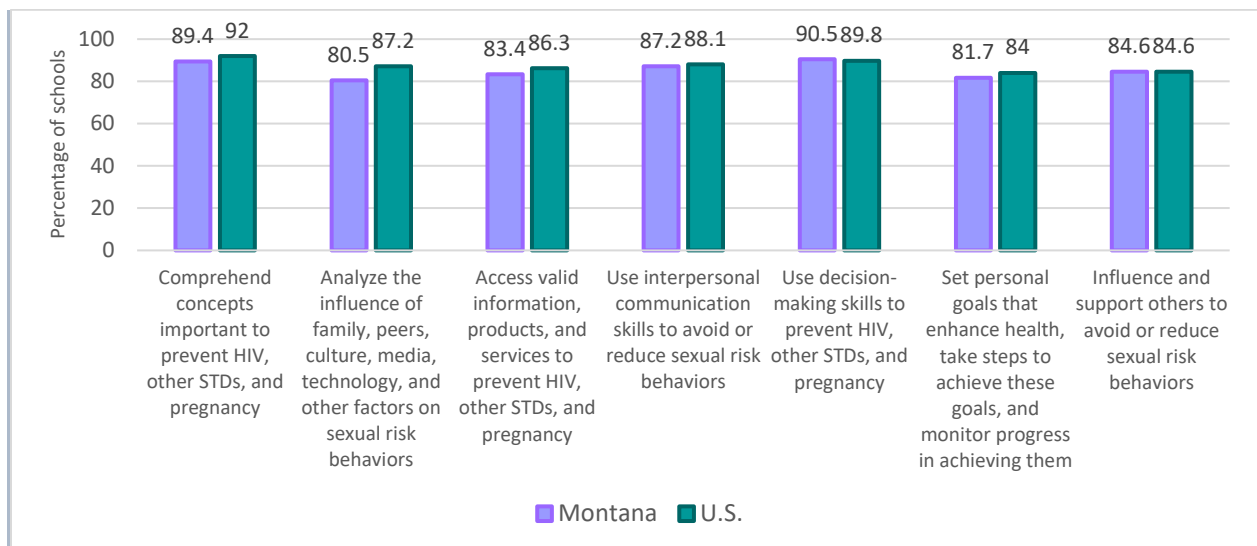


Health Education Teacher Surveys

Sexual Health Education – Grades 9, 10, 11, or 12

Specific Sexual Health Topics Taught During the Current School Year (Percentage of Schools)	Montana	U.S.
Benefits of being sexually abstinent	89.4	93.0
How to access valid and reliable information, products, and services related to HIV, other STDs, and pregnancy	81.4	91.2
Influence of family, peers, media, technology, and other factors on sexual risk behaviors	84.6	90.8
Communication and negotiation skills	85.7	89.6
Goal-setting and decision-making skills	81.4	87.5
Influencing and supporting others to avoid or reduce sexual risk behaviors	83.5	87.0
The relationship between alcohol and other drug use and sexual risk behaviors	90.3	91.5
Importance of using condoms consistently and correctly	67.6	79.7
Importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy	70.9	79.6
How to create and sustain healthy and respectful relationships	88.8	92.5
Importance of limiting the number of sexual partners	86.5	87.5
Preventive care that is necessary to maintain reproductive and sexual health	75.5	87.4
How HIV and other STDs are transmitted	89.5	94.2
Health consequences of HIV, other STDs, and pregnancy	89.4	93.2
Efficacy of condoms	74.1	82.0
How to obtain condoms	64.2	66.8
How to correctly use a condom	56.4	62.1
Methods of contraception other than condoms	70.4	81.6
Sexual orientation	57.7	61.0
Gender roles, gender identity, or gender expression	57.7	61.7
All 20 sexual health topics	38.0	42.8

Assessment of Specific Skills in Sexual Health Education



Health Education Teacher Surveys

Nutrition and Dietary Behavior Topics

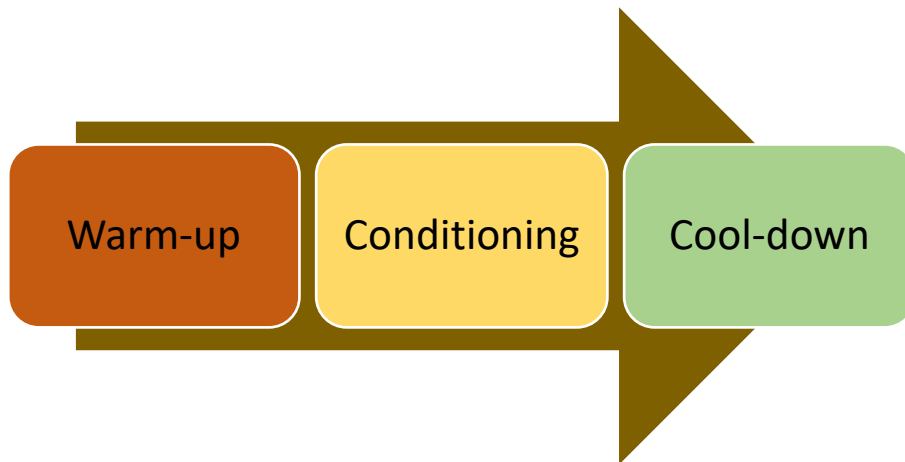
Specific Nutrition and Dietary Behavior Topics Taught During the Current School Year (Percentage of Schools)	Montana	U.S.
Benefits of healthy eating	96.8	93.9
Benefits of drinking plenty of water	96.1	92.8
Benefits of eating breakfast every day	95.7	91.6
Food guidance using the current Dietary Guidelines for Americans	90.3	87.4
Using food labels	91.3	88.0
Differentiating between nutritious and non-nutritious beverages	93.5	89.5
Balancing food intake and physical activity	96.3	91.7
Eating more fruits, vegetables, and whole grain products	95.3	92.1
Choosing foods and snacks that are low in solid fat	89.6	88.4
Choosing foods, snacks, and beverages that are low in added sugars	92.1	89.8
Choosing foods and snacks that are low in sodium	86.6	85.5
Eating a variety of foods that are high in calcium	88.1	81.6
Eating a variety of foods that are high in iron	85.1	77.6
Food safety	86.1	77.3
Preparing healthy meals and snacks	89.3	83.0
Risks of unhealthy weight control practices	92.0	87.3
Accepting body size differences	88.6	85.8
Signs, symptoms, and treatment for eating disorders	83.1	82.9
Relationship between diet and chronic diseases	86.8	82.0
Assessing body mass index	77.8	75.0
Influence of the media on dietary behaviors	90.5	84.9
Food productions	68.9	63.9
All 22 nutrition and dietary behavior topics	56.3	50.2



Health Education Teacher Surveys

Physical Activity Topics

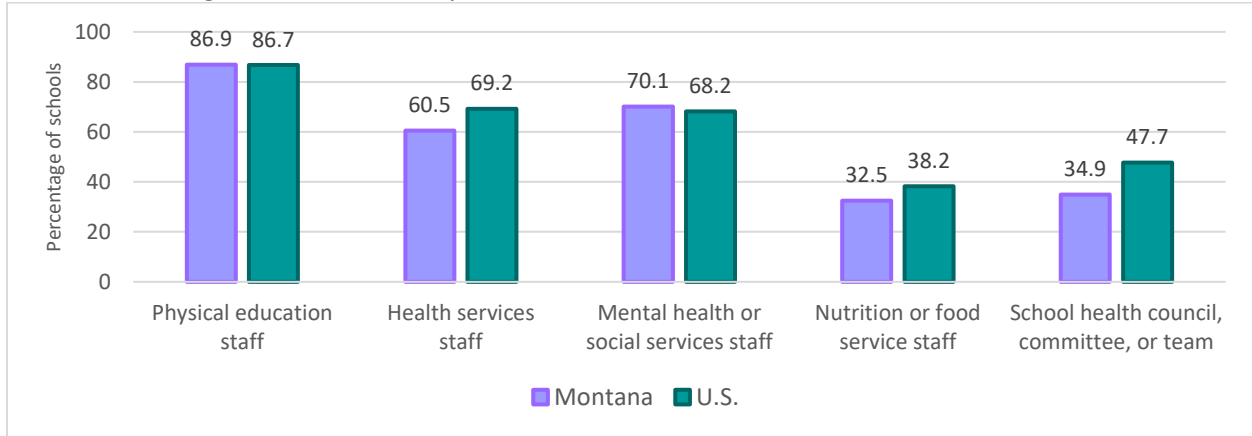
Specific Physical Activity Topics Taught During the Current School Year (Percentage of Schools)	Montana	U.S.
Short-term and long-term benefits of physical activity	97.2	94.2
Mental and social benefits of physical activity	97.8	94.2
Health-related fitness	96.8	93.7
Phases of a workout	96.8	90.8
Recommended amounts and types of moderate, vigorous, muscle-strengthening, and bone-strengthening physical activity	94.0	88.9
Decreasing sedentary activities	94.5	92.1
Preventing injury during physical activity	96.4	90.6
Weather-related safety	86.4	81.6
Dangers of using performance-enhancing drugs	80.4	80.4
Increasing daily physical activity	97.6	94.8
Incorporating physical activity into daily life	93.5	94.8
Using safety equipment for specific physical activities	90.8	86.1
Benefits of drinking water before, during, and after physical activity	98.1	93.9
All 13 physical activity topics	71.5	69.3



Health Education Teacher Surveys

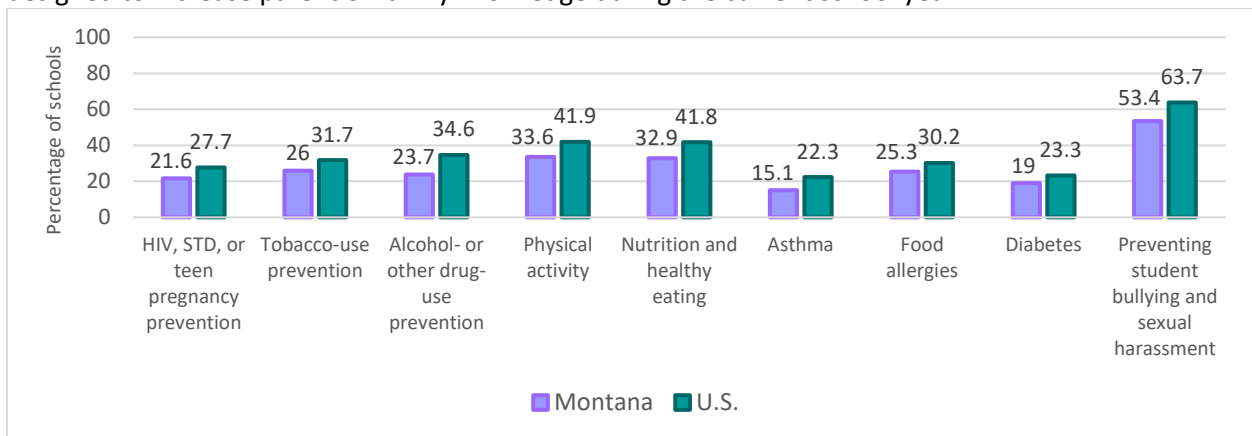
Health Education Collaboration

The percentage of schools in which health education staff worked on health education activities with other staff during the current school year.



Parents and Families

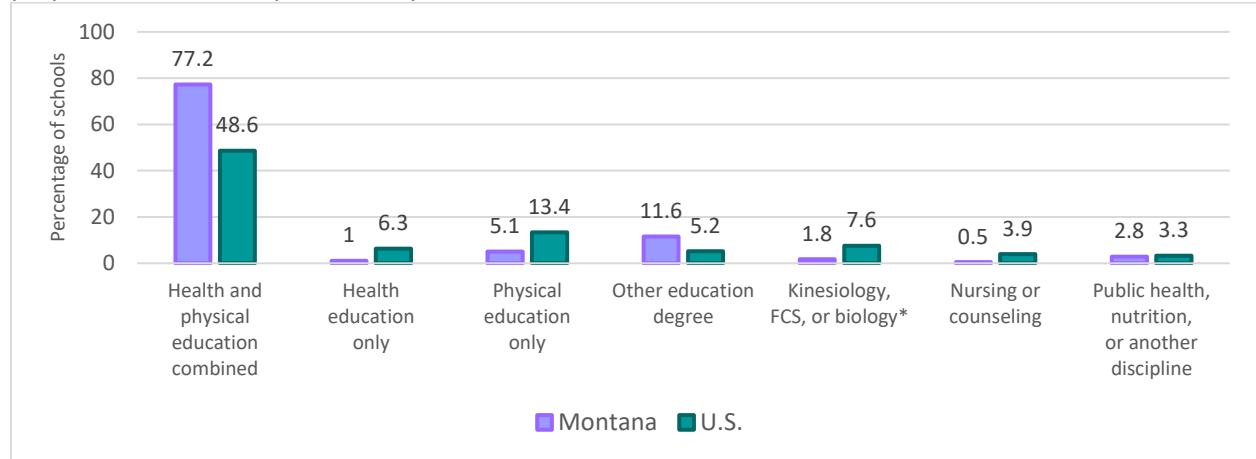
The percentage of schools that provided parents and families with health information on specific topics designed to increase parent or family knowledge during the current school year.



Health Education Teacher Surveys

Professional Preparation

The percentage of schools in which the major emphasis of the health education teacher's professional preparation was in a specific discipline.



*Kinesiology, exercise science, or exercise physiology; home economics or family and consumer science; biology or other science

Health Educator's Certification and Longevity

	Percentage of schools where the health education teacher is certified to teach health	Number of years health education teacher has taught health education				
		1 year	2-5 years	6-9 years	10-14 years	≥15 years
Montana	96.1	7.0	23.8	13.5	10.8	44.9
U.S.	82.2	9.4	23.9	15.9	16.1	35.4

Health Education Teacher Surveys

Professional Development – Teaching Methods

The percentage of schools in which the health education teacher received, during the past 2 years, or wanted to receive professional development on teaching methods.

Teaching Method	Received PD		Wanted PD	
	Montana	U.S.	Montana	U.S.
Teaching students with physical, medical, or cognitive disabilities	38.2	52.4	63.7	66.1
Teaching students of various cultural backgrounds	34.4	51.2	52.7	57.7
Teaching students with limited English proficiency	10.6	40.6	39.6	54.0
Teaching students of different sexual orientations or gender identities	16.4	32.5	62.3	64.9
Using interactive teaching methods, such as role plays or cooperative group activities	41.8	58.2	67.8	63.5
Encouraging family or community involvement	28.1	42.7	67.9	69.3
Teaching skills for behavior change	34.6	48.7	74.9	71.7
Classroom management techniques	49.2	63.5	65.1	61.2
Assessing or evaluating students in health education	30.8	39.1	70.1	68.8

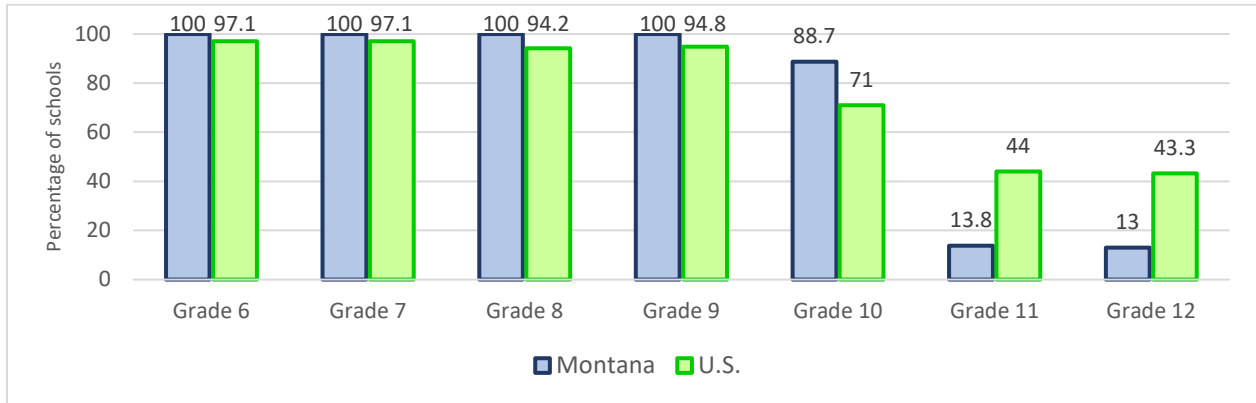
Professional Development – Sexual Health Education

The percentage of schools in which the health education teacher received, during the past 2 years, or wanted to receive professional development on topics related to teaching sexual health education.

Sexual Health Education Topic	Received PD		Wanted PD	
	Montana	U.S.	Montana	U.S.
Aligning lessons and materials with the district scope and sequence for sexual health education	27.2	33.9	60.4	58.3
Creating a comfortable and safe learning environment for students receiving sexual health education	25.3	33.8	64.9	61.3
Connecting students to on-site or community-based sexual health services	24.1	25.4	62.0	59.4
Using a variety of effective instructional strategies to deliver sexual health education	24.2	32.5	73.7	68.4
Building student skills in HIV, other STD, and pregnancy prevention	23.7	28.6	64.9	62.7
Assessing student knowledge and skill in sexual health education	24.7	28.9	67.0	63.6
Understanding current district or school board policies or curriculum guidance regarding sexual health education	26.3	30.0	65.0	59.6

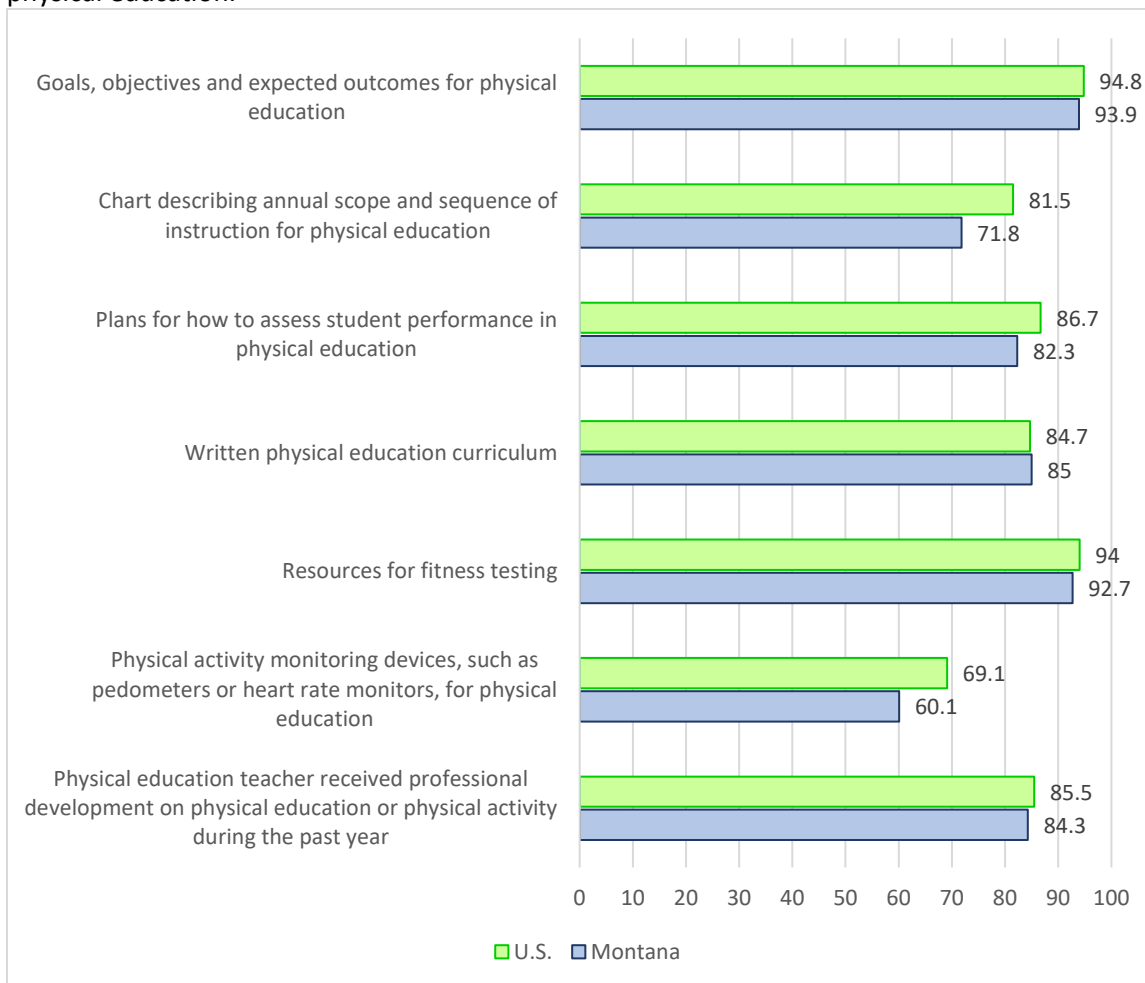
Principal Surveys

Required Physical Education in Each Grade



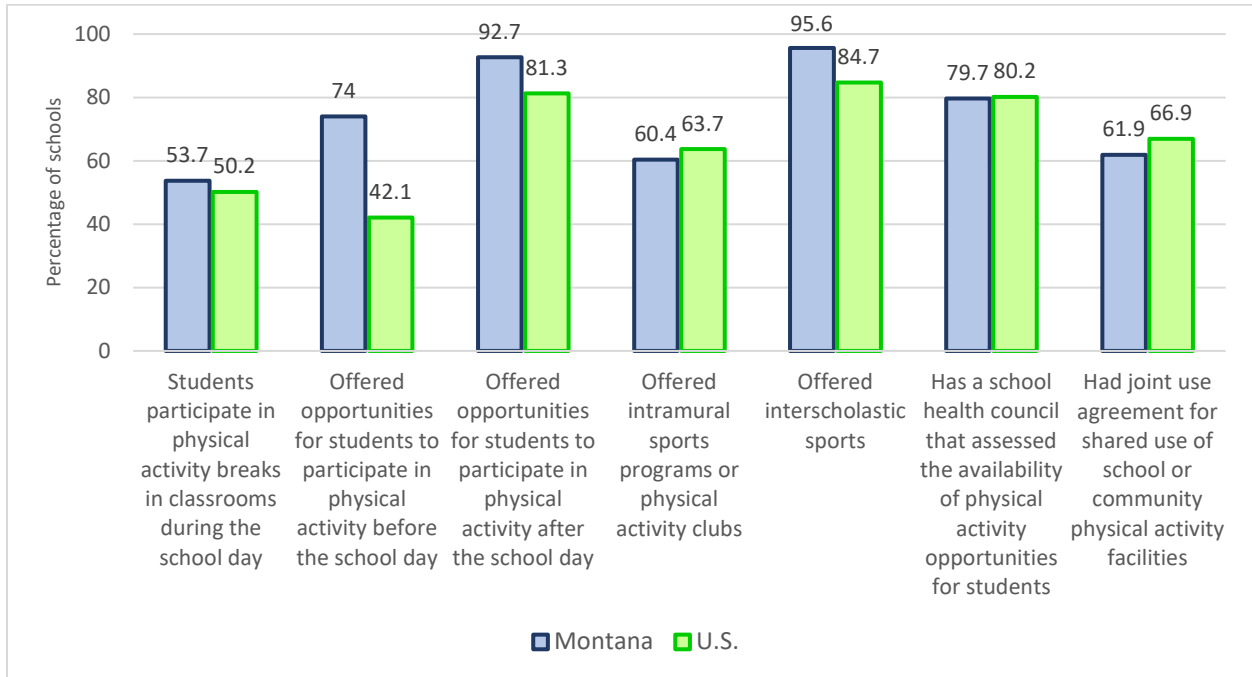
Physical Education Provisions and Professional Development

The percentage of schools that provided materials for teaching physical education to those who teach physical education.



Principal Surveys

Physical Activity Opportunities for Students



Vending Machines - Snack Foods or Beverage

The percentage of schools that allowed students to purchase snack foods or beverages from vending machines.

	Allowed students to purchase snack foods or beverages	Allowed students to purchase food or beverage						Did not sell any of these 6 items
		Chocolate candy	Other kinds of candy	Salty snacks	Cookies, crackers, cakes, pastries, or other baked goods	Soda pop or fruit drinks	Sports drinks	
Montana	75.9	21.3	22.9	25.0	24.5	27.5	52.4	39.6
U.S.	60.5	10.3	13.9	18.6	18.7	18.0	34.8	53.2



Principal Surveys

Vending Machines – Less Nutritious Snack Foods or Beverage

The percentage of schools that allowed students to purchase less nutritious snack foods or beverages from vending machines.

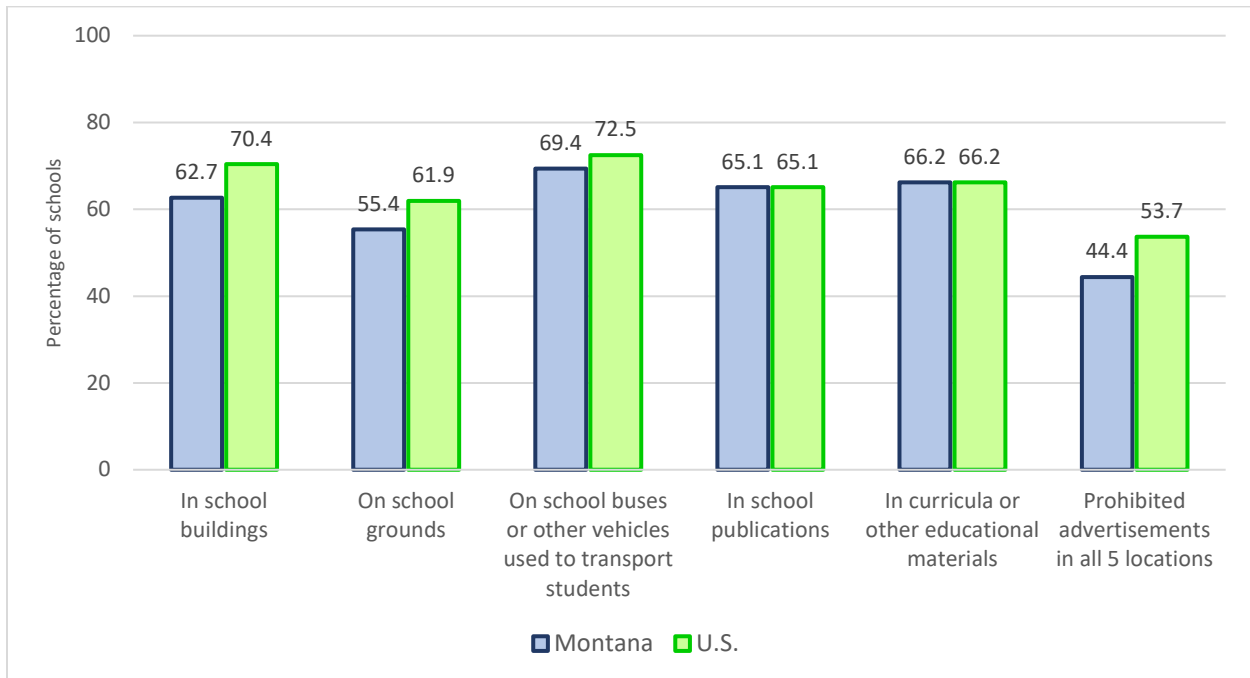
	Ice cream or frozen yogurt	2% or whole milk (plain or flavored)	Water ices or frozen slushes that do not contain juice	Energy drinks	Foods or beverages containing caffeine
Montana	5.4	15.5	10.4	4.3	29.1
U.S.	9.8	18.5	10.6	3.2	17.5

Vending Machines – More Nutritious Snack Foods or Beverage

The percentage of schools that allowed students to purchase more nutritious snack foods or beverages from vending machines.

	Allowed students to purchase food or beverage							Always or almost always offered fruits or non-fried vegetables at school celebrations
	Low sodium or “no added salt” pretzels, crackers, or chips	Nonfat or 1% (low-fat) milk (plain)	Plain water	Calorie-free, flavored water	100% fruit or vegetable juice	Fruits (not fruit juice)	Non-fried vegetables (not vegetable juice)	
Montana	52.9	24.8	70.7	43.5	46.8	20.2	14.3	38.8
U.S.	44.8	29.3	55.4	37.0	37.5	24.7	18.1	34.1

Prohibited Advertisements for Candy, Fast Food Restaurants, or Soft Drinks in Specific Locations



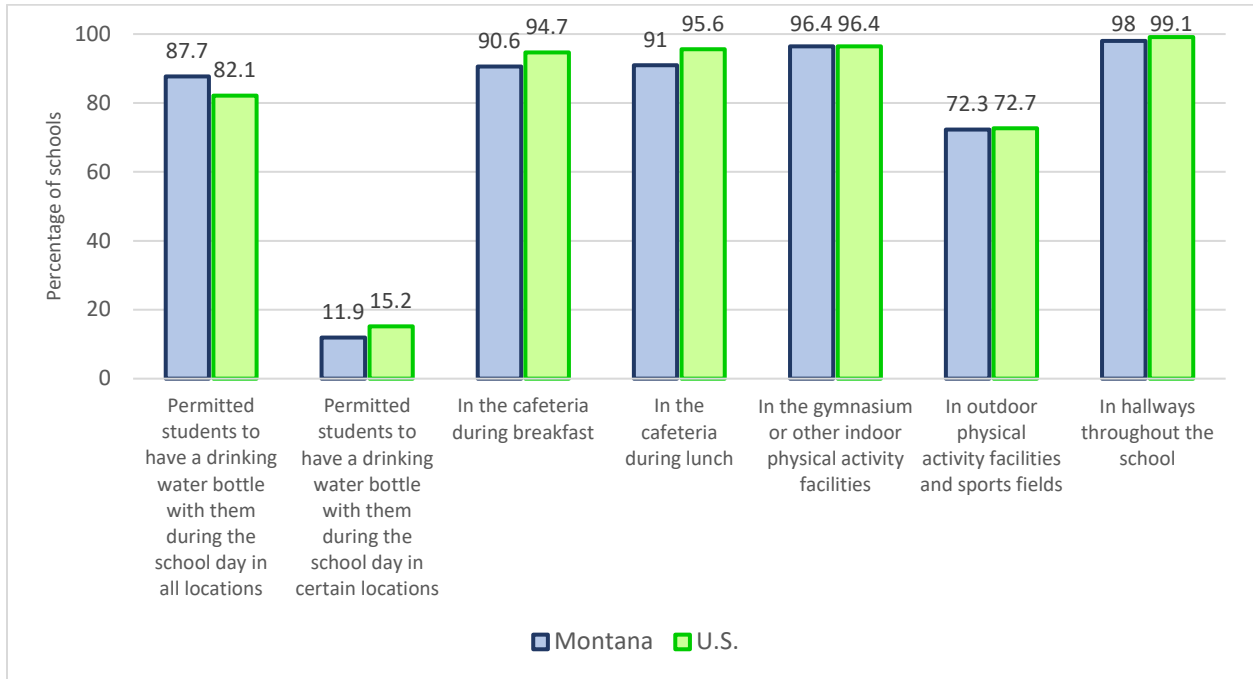
Principal Surveys

Strategies to Promote Healthy Eating

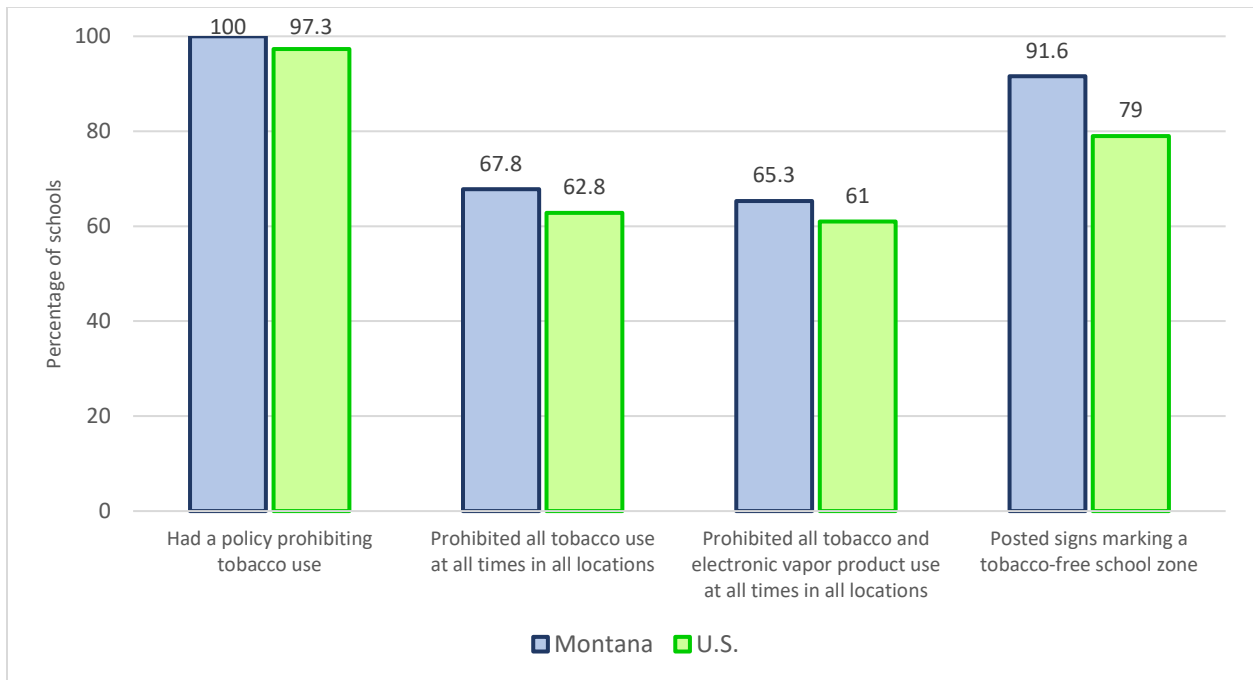


Principal Surveys

Drinking Water Availability and Sites Where a Free Source of Water is Available



Tobacco Use Policies

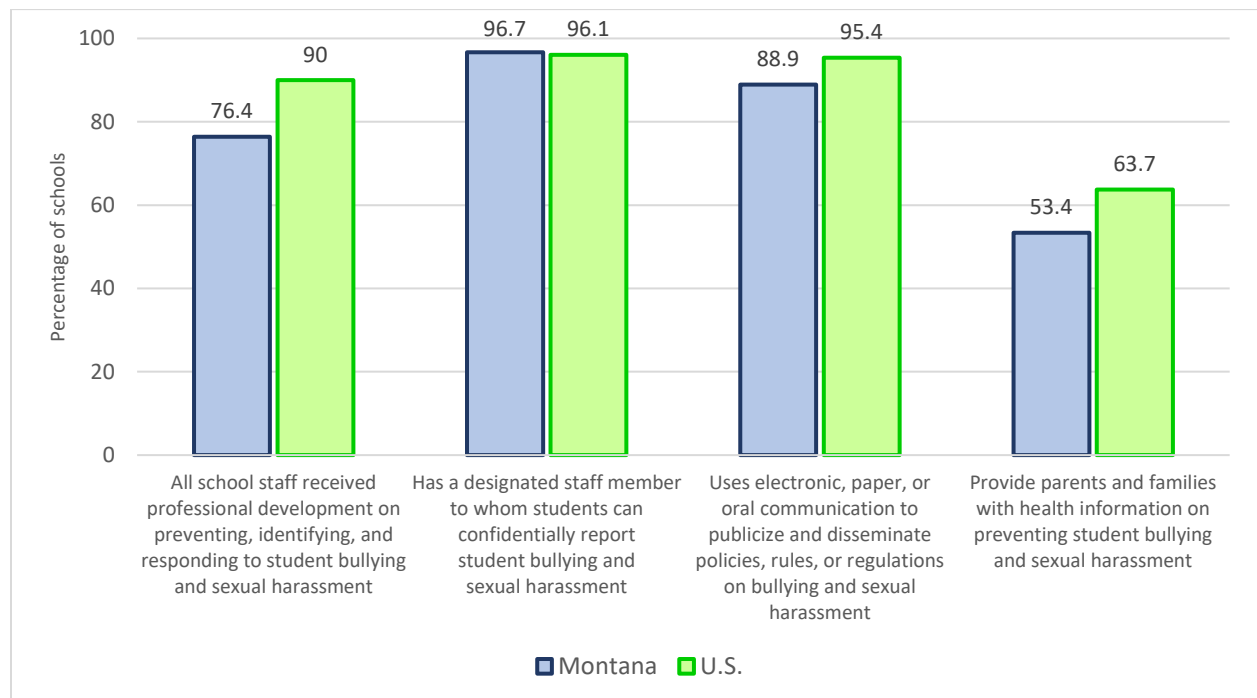


Principal Surveys

Percentage of Schools with Policy Prohibiting Specific Types of Tobacco Use for Specific Groups During Any School-Related Activity

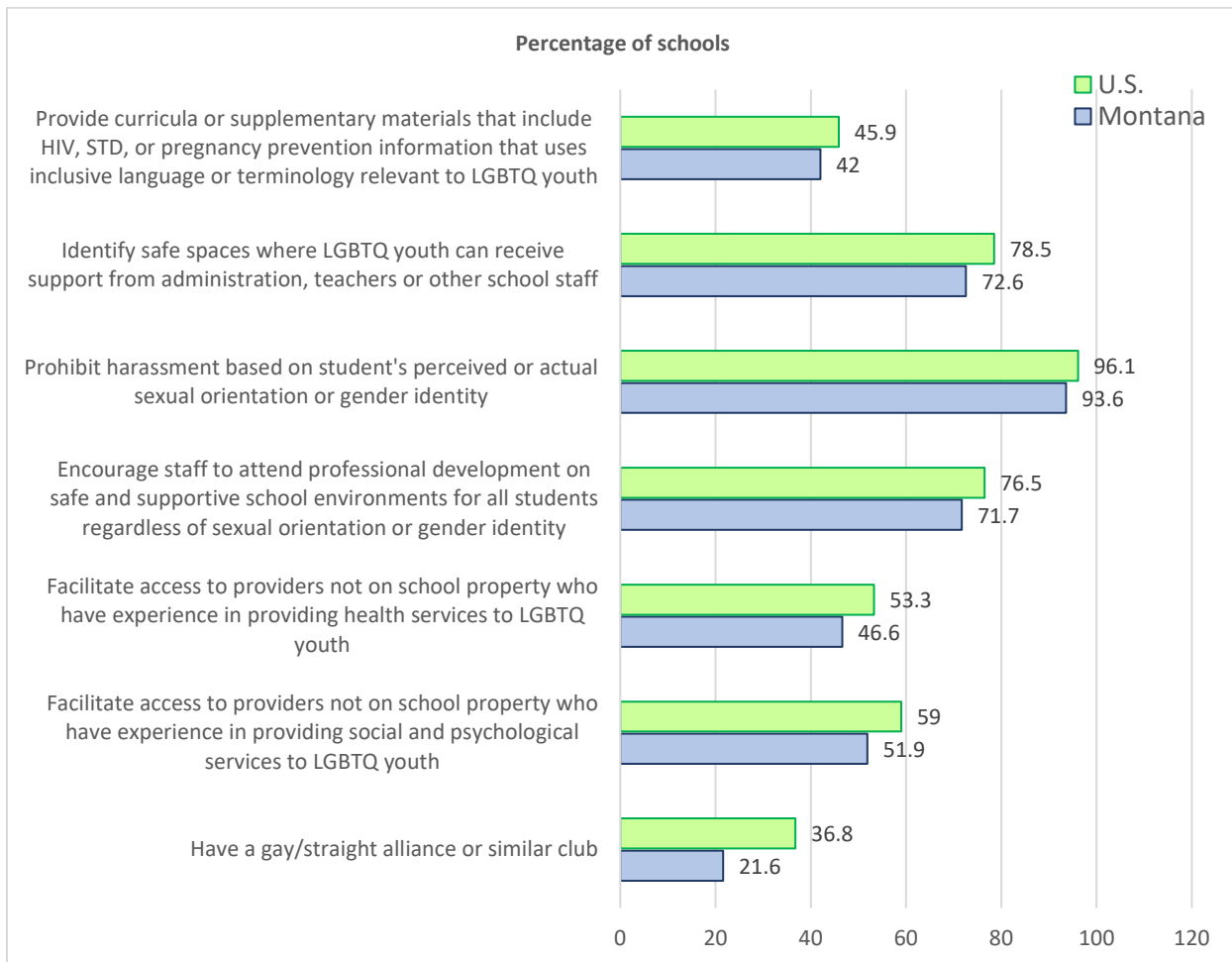
Cigarettes		Montana	U.S.
Students		100.0	96.5
Faculty and staff		99.2	95.2
Visitors		99.6	94.6
Smokeless Tobacco			
Students		99.6	96.2
Faculty and staff		98.7	94.6
Visitors		97.9	92.8
Cigars			
Students		96.3	93.9
Faculty and staff		95.4	93.1
Visitors		94.9	92.7
Pipes			
Students		95.4	93.8
Faculty and staff		94.6	92.9
Visitors		94.1	92.5
Electronic Vapor Products			
Students		95.9	93.3
Faculty and staff		94.1	90.9
Visitors		92.9	90.7

Percentage of Schools with Practices in Place to Prevent Bullying and Sexual Harassment

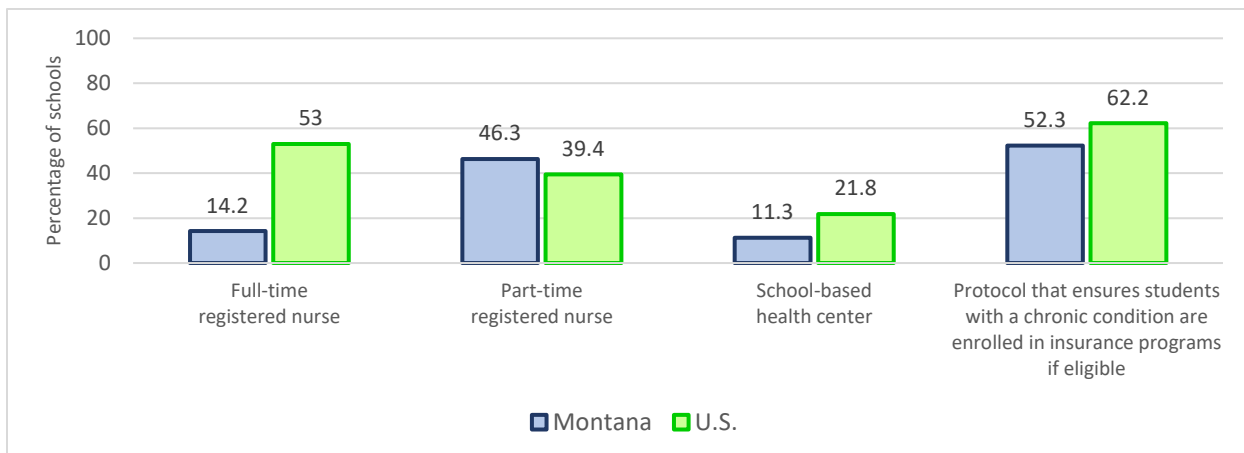


Principal Surveys

Practices Related to Lesbian, Gay, Bisexual, Transgender or Questioning (LGBTQ) Youth

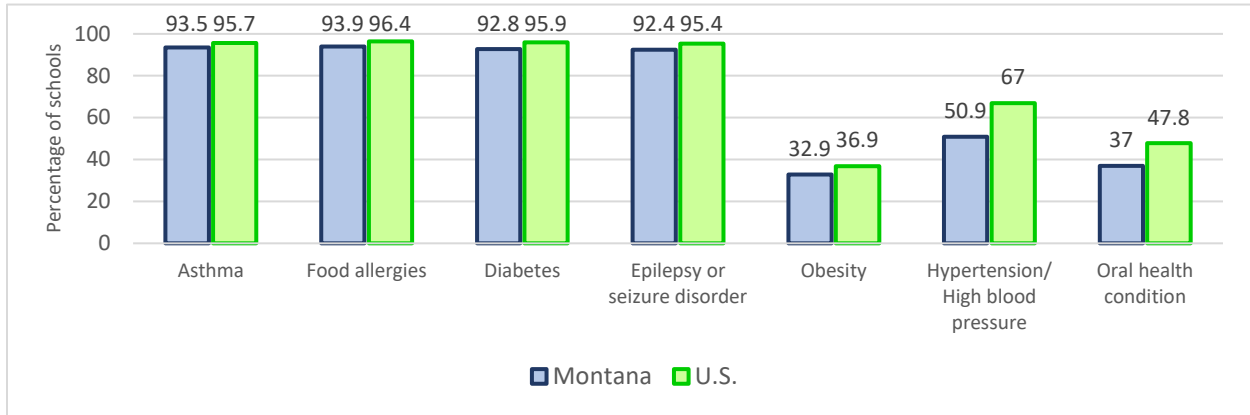


Percentage of Schools with Nurses and Health Services

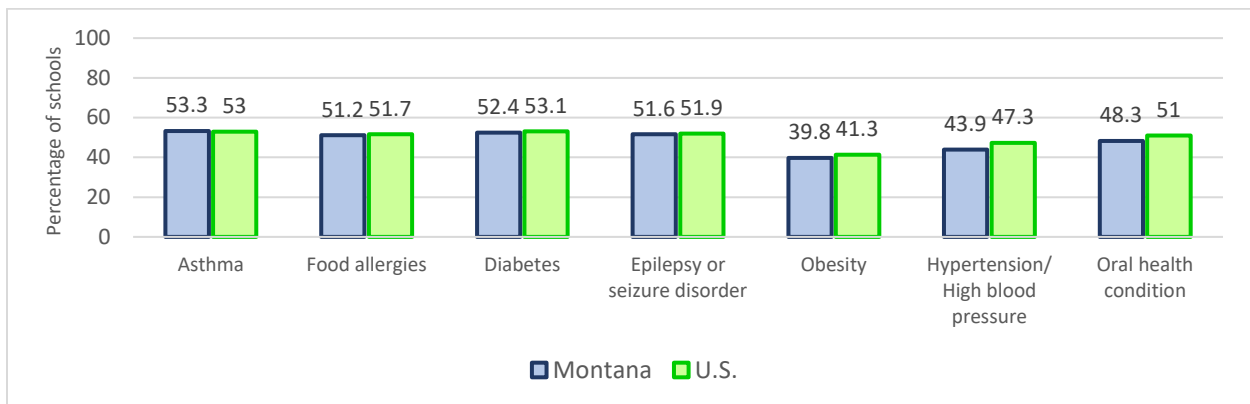


Principal Surveys

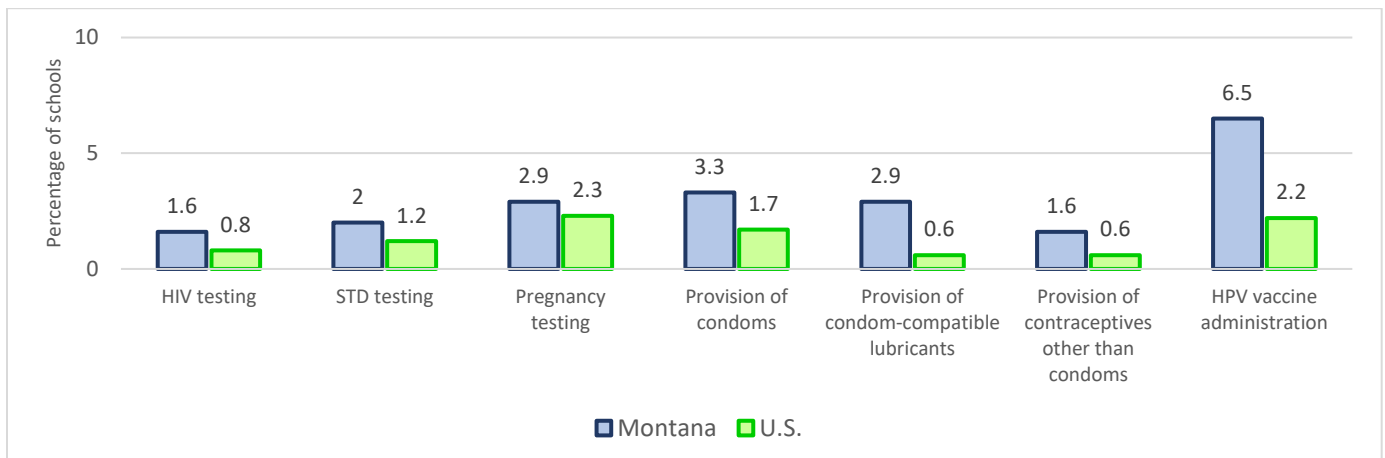
Percentage of Schools that Routinely Use School Records to Identify and Track Students with Chronic Conditions



Percentage of Schools That Provide Referrals to Any Organizations or Health Care Professionals Not on School Property for Students Diagnosed with or Suspected to Have Chronic Conditions

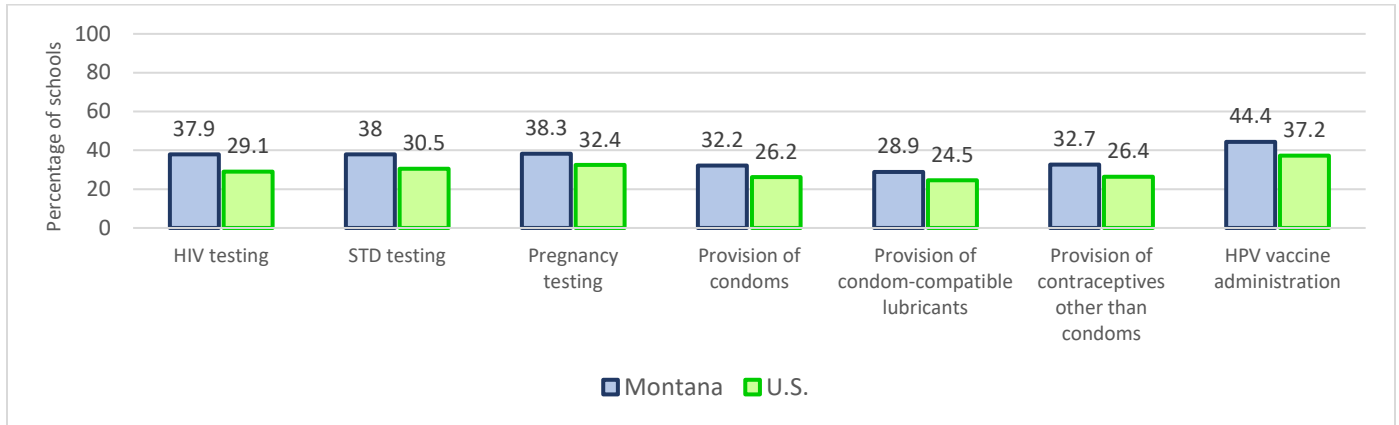


Percentage of Schools That Provided Specific Sexual Health Services to Students

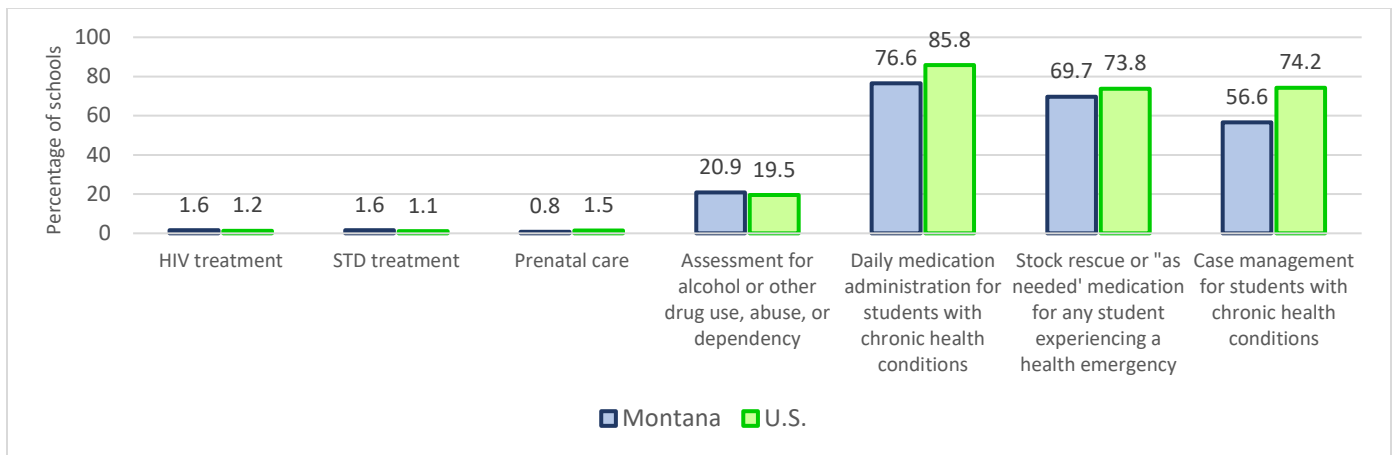


Principal Surveys

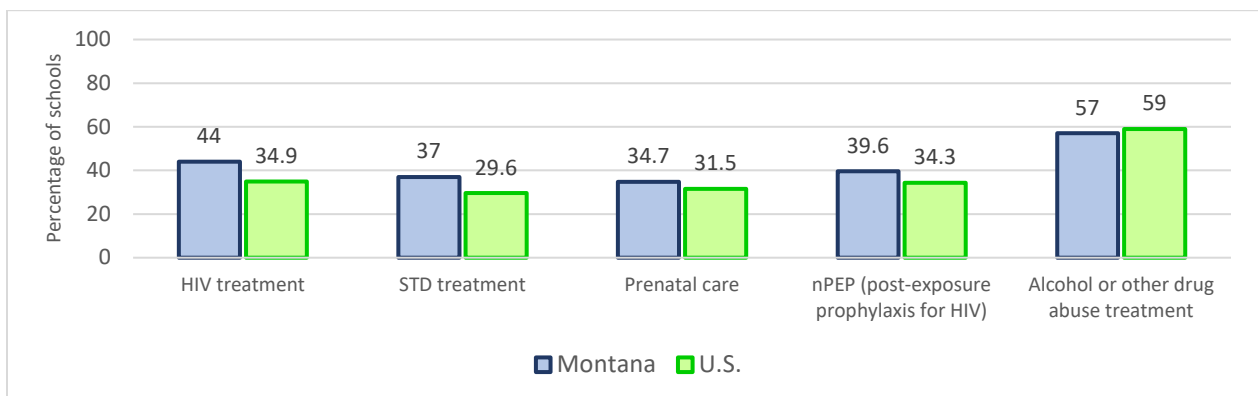
Percentage of Schools That Provided Students with Referrals to Any Organizations or Health Care Professionals Not on School Property for Specific Sexual Health Services



Specific Health Services Provided to Students

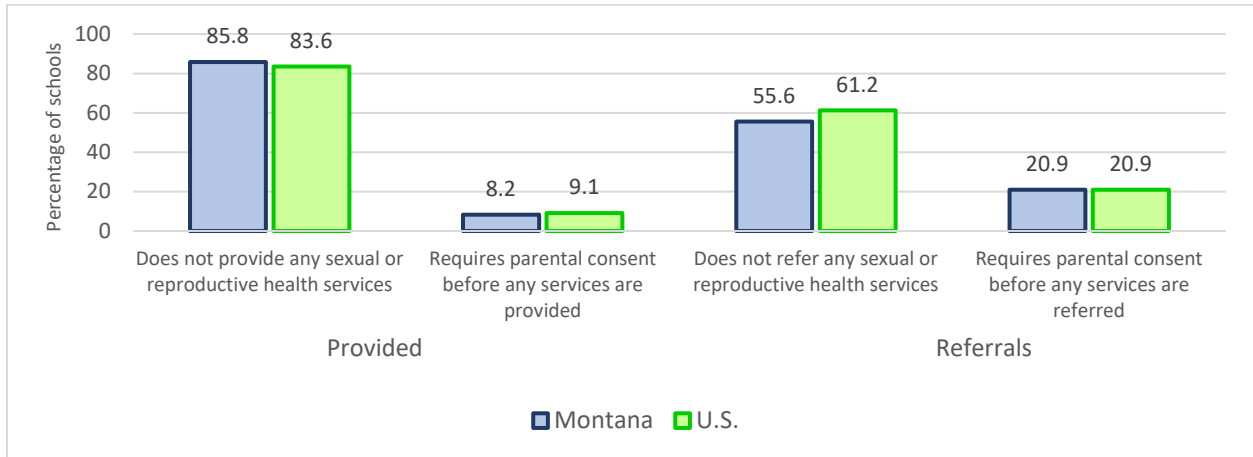


Provided Students with Referrals to Any Organizations or Health Care Professionals Not on School Property for Specific Health Services

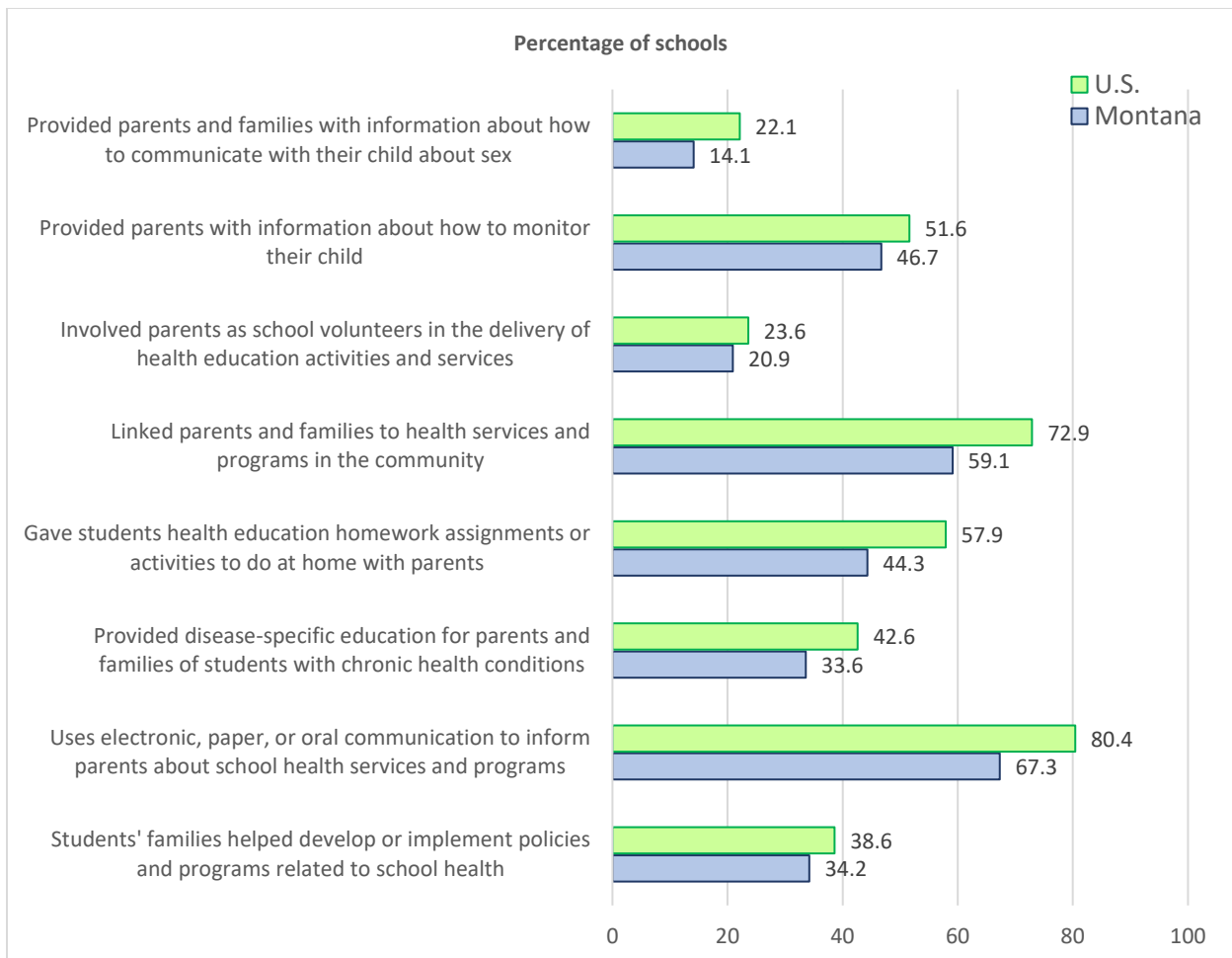


Principal Surveys

Parental Consent and Sexual or Reproductive Health Services

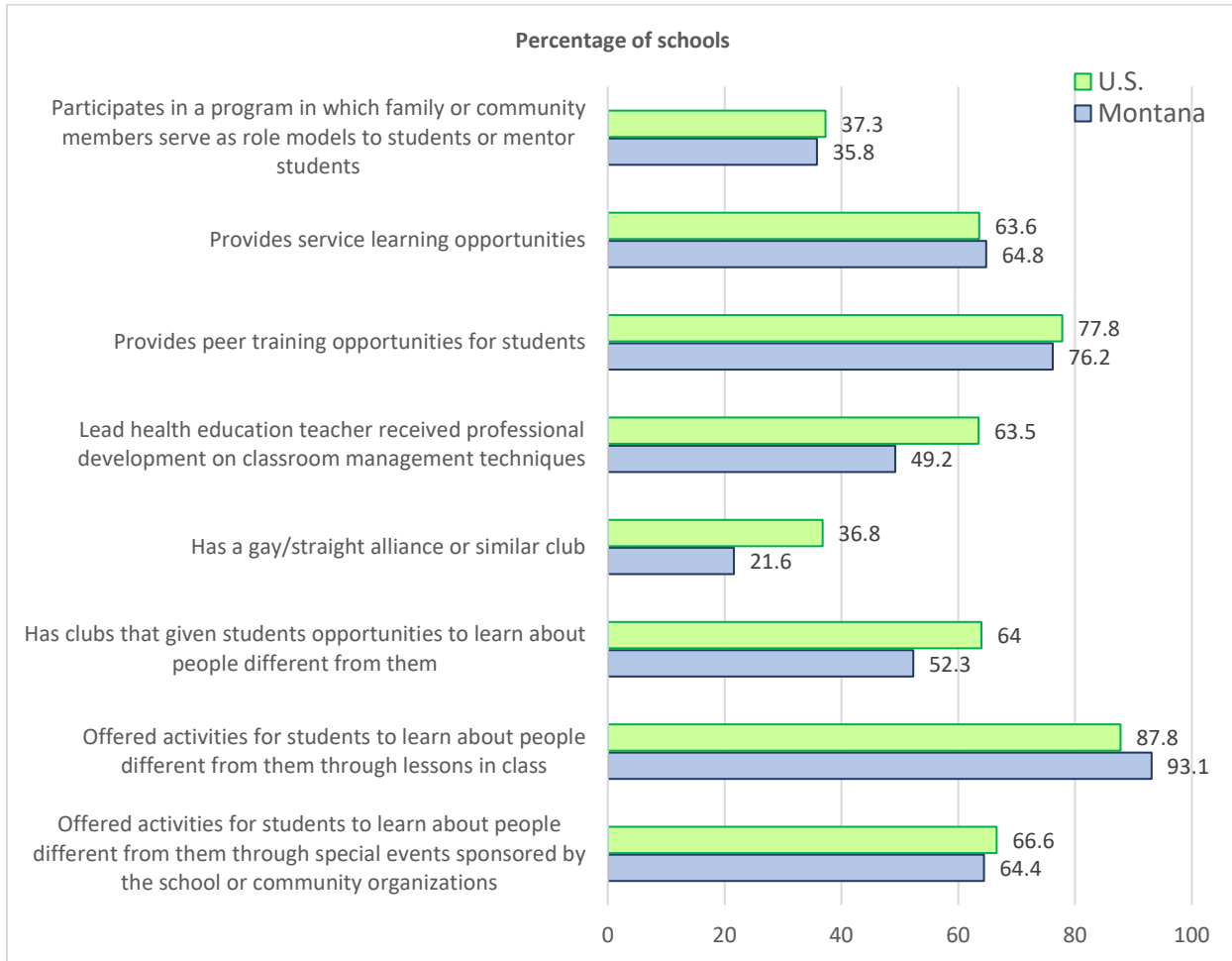


Parent Engagement Strategies (Principal and Health Education Teacher Surveys)



Principal Surveys

School Connectedness Strategies (Principal and Health Education Teacher Surveys)



School Health Coordination and Program Assessment

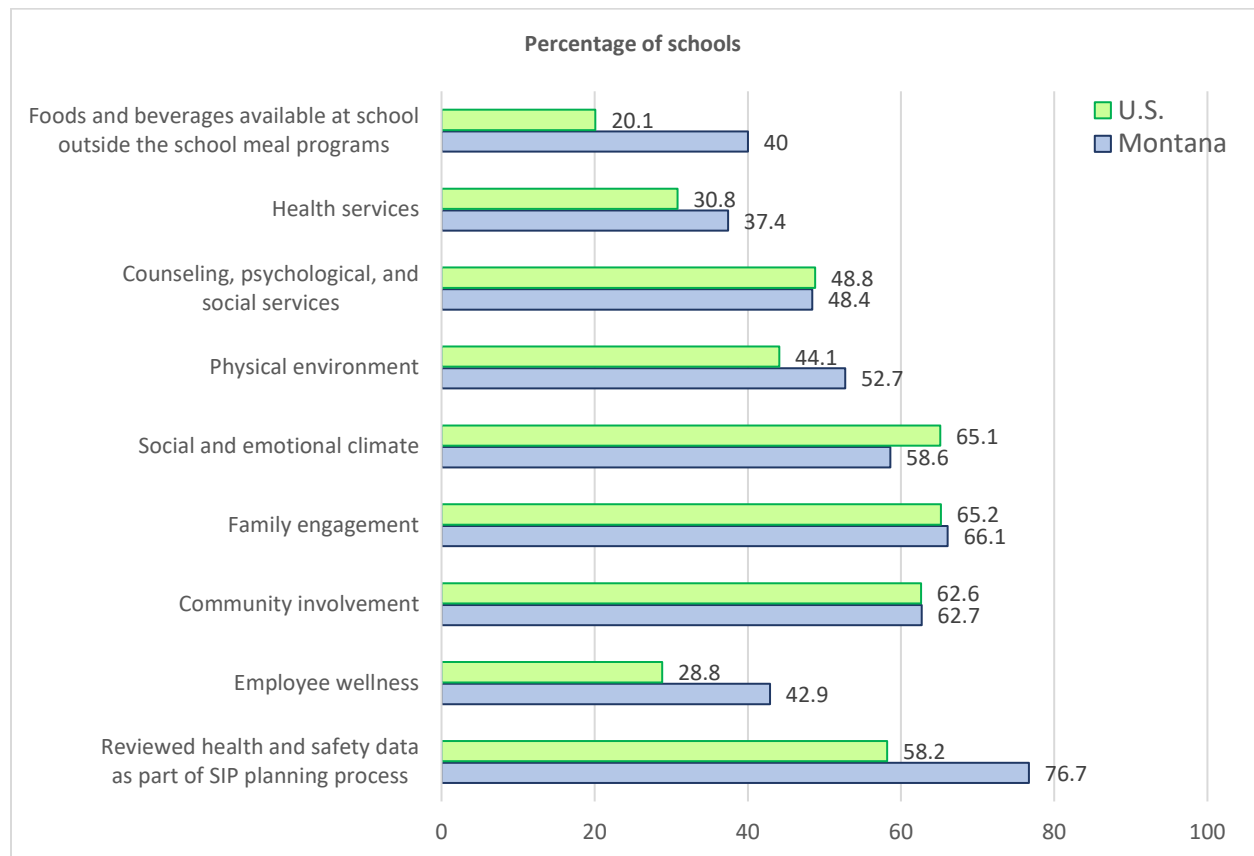
	Had someone who oversees or coordinates school health and safety programs and activities	Ever used the School Health Index or other self-assessment tool					
		Physical education and physical activity	Nutrition	Tobacco-use prevention	Chronic health conditions	Unintentional injury and violence prevention	Sexual health, including HIV, other STD, and pregnancy prevention
Montana	92.7	56.9	55.3	55.9	44.5	50.7	47.3
U.S.	88.9	50.3	49.3	44.9	36.0	38.3	40

Principal Surveys

School Health Councils and Their Activities

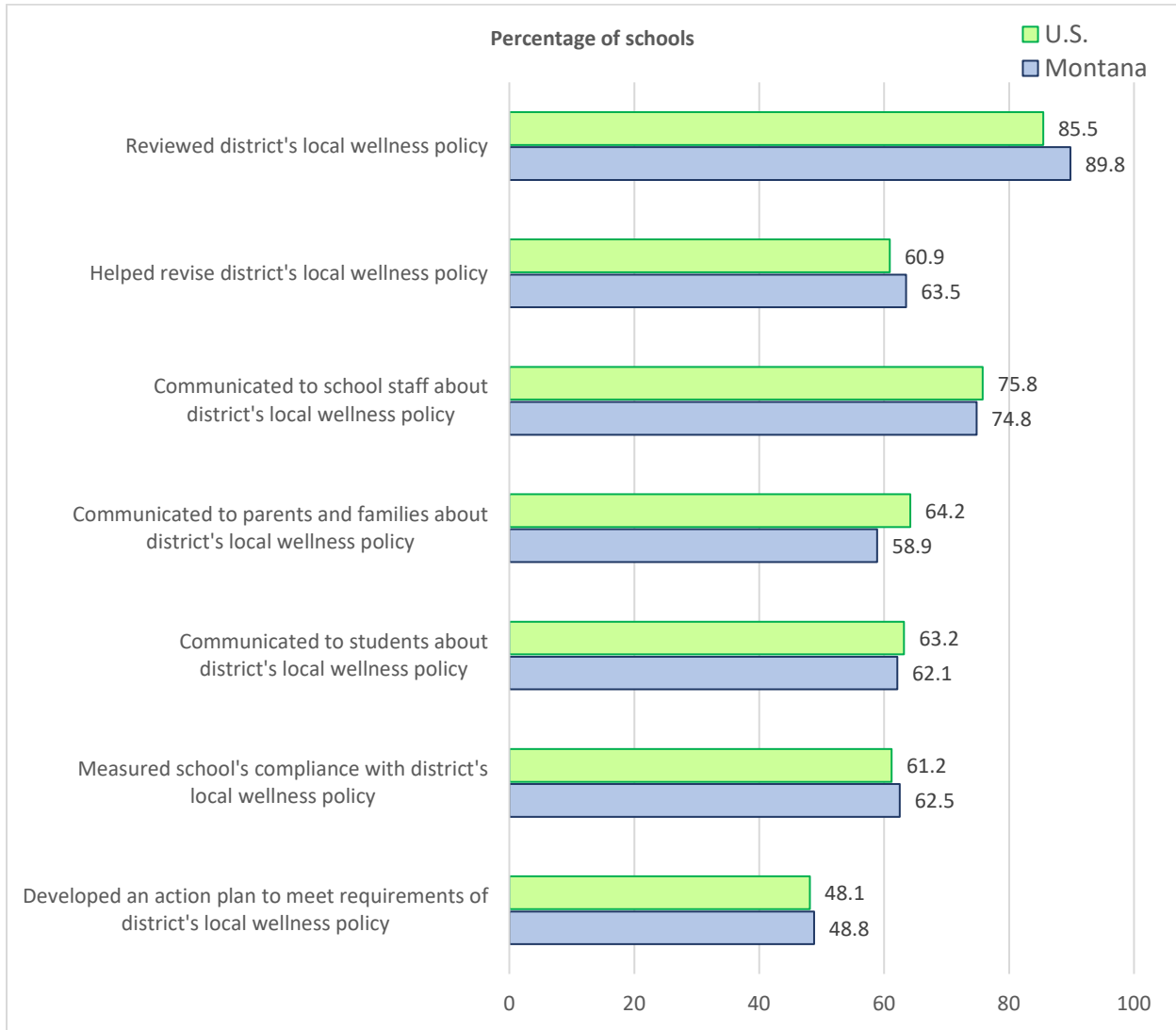
	Have a school health council	Activities (among schools with a school health council)					
		Identified student health needs based on review of relevant data	Recommended health and safety policies to school administrators or the school improvement team	Sought funding or leveraged resources to support health and safety priorities for students and staff	Communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members	Reviewed health-related curricula or instructional materials	Developed a written plan for implementing a Comprehensive School Physical Activity Program (CSPAP)
Montana	50.8	66.3	74.0	65.9	86.2	81.3	29.8
U.S.	54.5	75.7	76.8	59.6	84.6	79.8	30.8

Percentage of Schools with a School Improvement Plan (SIP) that Includes Health-Related Objectives



Principal Surveys

Activities Related to Local Wellness Policies (during the past year)



Montana School Health Profiles

www.opi.mt.gov

- Educators
 - Health Enhancement
 - School Health Profiles

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