2024 School Health Profiles

Data User's Guide

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I. Data Cleaning and Editing

This section describes the data cleaning and editing procedures for principal and lead health education teacher raw data sets.

After the questionnaires are scanned, Profiles data are edited to account for missing data and to enforce logical consistency among variables. The following sections explain the missing value codes assigned to the data, the logic with which they are assigned, and the consistency checks applied to each of the principal and lead health education teacher data sets.

1. Missing Value Codes

The scanned principal and lead health education teacher Profiles files are all edited using the following missing value codes. The codes are named as such based on SAS naming conventions.

Code	Meaning
.A	Indicates that the question was correctly skipped.
.B	Indicates that the question should have been skipped but incorrectly contained a response.
.C	Indicates that the question should have been answered but was incorrectly skipped.
.D	Indicates that the question contained invalid data such as more than one response, a stray mark, or some other situation that the scanner could not interpret.
.E	Indicates that it cannot be determined whether a question response should be present or not. This occurs if a previous skip control question is missing for some reason.
.F	Indicates that the question response is logically inconsistent with another question response. Both responses are set to .F.

The missing value codes are assigned based on the logic found in the following sections.

2. Data Edits

a. Principal Questions

Principal questions are recoded to one of the missing value types according to the following logic:

Question 3 skips – If question 3 is 'b', question 4 will be recoded to .A if the item was left blank or .B if the item was answered. If question 3 is blank or invalid, question 4 will be recoded to .E.

Question 24 skips – If question 24 is 'b', questions 25 through 27 will be recoded to .A if the item was left blank or .B if the item was answered. If question 24 is blank or invalid, questions 25 through 27 will be recoded to .E.

Question 30 skips – If question 30 is 'b', question 31 will be recoded to .A if the item was left blank or .B if the item was answered. If question 30 is blank or invalid, question 31 will be recoded to .E.

Next, any remaining blanks are recoded to .C, and any invalid responses (2 or more responses per category) are recoded to .D for all of the questions.

b. Lead Health Education Teacher Questions

Lead health education teacher questions are recoded to one of the missing value types according to the following logic:

Any blanks are recoded to .C, and any invalid responses (2 or more responses per category) are recoded to .D for all of the questions.

3. Logical Consistency Edits

a. Principal Questions

After the missing value codes .A-.E are assigned to the principal scanned data, the following **consistency checks (1-2)** are run, changing both responses that cause an inconsistency to .F:

No.	Condition	Condition (continued)
1.	If Q35a = 1 or 2 and	Q35b = 3
2.	If Q35b = 1 or 2 and	Q35a = 3

b. Lead Health Education Teacher Questions

After the missing value codes .A-.E are assigned to the teacher scanned data, the following **consistency checks (1-220)** are run, checking **all** conditions once, and then afterwards changing both responses that cause an inconsistency to .F.

No.	Condition	Condition (continued)
1.	If Q1a = 3 and Q1b=3 and Q1c=3 and	Q12a_1 = 1 or 2
	or	Q12b_1 = 1 or 2
	or	Q12c_1 = 1 or 2
	or	Q12d_1 = 1 or 2
	or	Q12e_1 = 1 or 2
	or	Q12f_1 = 1 or 2
	or	Q12g_1 = 1 or 2
	or	Q12h_1 = 1 or 2
	or	Q12i_1 = 1 or 2
	or	Q12j_1 = 1 or 2
	or	Q12k_1 = 1 or 2
	or	Q12l_1 = 1 or 2
	or	Q12m_1 = 1 or 2
	or	Q12n_1 = 1 or 2
	or	Q12o_1 = 1 or 2
	or	Q12p_1 = 1 or 2
	or	Q12q_1 = 1 or 2
	or	Q12r_1 = 1 or 2
	or	Q12s_1 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_1 = 1 or 2

No.	Condition		Condition (continued)
2.	If Q1d = 3 and Q1e=3 and Q1f=3 and Q1g=3 and		Q12a_2 = 1 or 2
	or		Q12b_2 = 1 or 2
	or		Q12c_2 = 1 or 2
	or		Q12d_2 = 1 or 2
	or		Q12e_2 = 1 or 2
	or		Q12f_2 = 1 or 2
	or		Q12g_2 = 1 or 2
	or		Q12h_2 = 1 or 2
	or		Q12i_2 = 1 or 2
	or		Q12j_2 = 1 or 2
	or		Q12k_2 = 1 or 2
	or		Q12l_2 = 1 or 2
	or		Q12m_2 = 1 or 2
	or		Q12n_2 = 1 or 2
	or		Q12o_2 = 1 or 2
	or		Q12p_2 = 1 or 2
	or		Q12q_2 = 1 or 2
	or		Q12r_2 = 1 or 2
	or		Q12s_2 = 1 or 2
	or		Q12v_2 = 1 or 2
	or		Q12w_2 = 1 or 2
3.	If Q1a = 3 and Q1b=3 and Q1c=3 and		Q13a_1 = 1 or 2
	or		Q13b_1 = 1 or 2
	or		Q13c_1 = 1 or 2
	or		Q13d_1 = 1 or 2
	or		Q13e_1 = 1 or 2
	or		Q13f_1 = 1 or 2
	or		Q13g_1 = 1 or 2
4.	If Q1d = 3 and Q1e=3 and Q1f=3 and Q1g=3 and		Q13a_2 = 1 or 2
	or		Q13b_2 = 1 or 2
	or		Q13c_2 = 1 or 2
	or		Q13d_2 = 1 or 2
	or		Q13e_2 = 1 or 2
	or		Q13f_2 = 1 or 2
	or		Q13g_2 = 1 or 2
5.	If Q12a_1 = 3 and	Q1a = 1 or 2	
	or	Q1b = 1 or 2	
	or	Q1c = 1 or 2	
6.	If Q12b_1 = 3 and	Q1a = 1 or 2	
	or	Q1b = 1 or 2	
	or	Q1c = 1 or 2	
7.	If Q12c_1 = 3 and	Q1a = 1 or 2	
	or	Q1b = 1 or 2	
	or	Q1c = 1 or 2	

No.	Condition	Condition (continued)
8.	If Q12d_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
9.	If Q12e_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
10.	If Q12f_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
11.	If Q12g_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
12.	If Q12h_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
13.	If Q12i_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
14.	If Q12j_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
15.	If Q12k_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
16.	If Q12l_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
17.	If Q12m_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
18.	If Q12n_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
19.	If Q12o_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
20.	If Q12p_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
21.	If Q12q_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2

No.	Condition	Condition (continued)
22.	If Q12r_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
23.	If Q12s_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
26.	If Q12v_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
27.	If Q12w_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
28.	If Q12a_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
29.	If Q12b_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
30.	If Q12c_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
31.	If Q12d_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
32.	If Q12e_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
33.	If Q12f_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
34.	If Q12g_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
35.	If Q12h_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2

No.	Condition	Condition (continued)
36.	If Q12i_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
37.	If Q12j_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
38.	If Q12k_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
39.	If Q12l_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
40.	If Q12m_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
41.	If Q12n_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
42.	If Q12o_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
43.	If Q12p_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
44.	If Q12q_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
45.	If Q12r_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
46.	If Q12s_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2

No.	Condition	Condition (continued)
49.	If Q12v_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
50.	If Q12w_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
51.	If Q13a_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
52.	If Q13b_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
53.	If Q13c_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
54.	If Q13d_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
55.	If Q13e_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
56.	If Q13f_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
57.	If Q13g_1 = 3 and	Q1a = 1 or 2
	or	Q1b = 1 or 2
	or	Q1c = 1 or 2
58.	If Q13a_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
59.	If Q13b_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
60.	If Q13c_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2

No.	Condition	Condition (continued)
61.	If Q13d_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
62.	If Q13e_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
63.	If Q13f_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
64.	If Q13g_2 = 3 and	Q1d = 1 or 2
	or	Q1e = 1 or 2
	or	Q1f = 1 or 2
	or	Q1g = 1 or 2
65.	If Q6a = 2 and	Q11a = 1
	or	Q11b = 1
	or	Q11c = 1
	or	Q11d = 1
	or	Q11e = 1
	or	Q11f = 1
	or	Q11g = 1
	or	Q11h = 1
	or	Q11i = 1
66.	If Q6k = 2 and	Q18a = 1
	or	Q18b = 1
	or	Q18c = 1
	or	Q18d = 1
	or	Q18e = 1
	or	Q18f = 1
	or	Q18g = 1
	or	Q18h = 1
	or	Q18i = 1
	or	Q18j = 1

No.	Condition	Condition (continued)
67.	If Q6l = 2 and	Q16a = 1
	or	Q16b = 1
	or	Q16c = 1
	or	Q16d = 1
	or	Q16e = 1
	or	Q16f = 1
	or	Q16g = 1
	or	Q16h = 1
	or	Q16i = 1
	or	Q16j = 1
	or	Q16k = 1
	or	Q16l = 1
	or	Q16m = 1
	or	Q16n = 1
	or	Q16o = 1
	or	Q16p = 1
	or	Q16q = 1
	or	Q16r = 1
	or	Q16s = 1
	or	Q16t = 1
	or	Q16u = 1
	or	Q16v = 1
	or	Q16w = 1
68.	If Q6m = 2 and	Q17a = 1
	or	Q17b = 1
	or	Q17c = 1
	or	Q17d = 1
	or	Q17e = 1
	or	Q17f = 1
	or	Q17g = 1
	or	Q17h = 1
	or	Q17i = 1
	or	Q17j = 1
	or	Q17k = 1
	or	Q17l = 1
	or	Q17m = 1

No.	Condition	Condition (continued)	
69.	If Q6r = 2 and	Q9a = 1	
	or	Q9b = 1	
	or	Q9c = 1	
	or	Q9d = 1	
	or	Q9e = 1	
	or	Q9f = 1	
	or	Q9g = 1	
	or	Q9h = 1	
	or	Q9i = 1	
	or	Q9j = 1	
	or	Q9k = 1	
	or	Q9l = 1	
	or	Q9m = 1	
	or	Q9n = 1	
	or	Q9o = 1	
	or	Q9p = 1	
	or	Q9q = 1	
	or	Q9r = 1	
	or	Q9s = 1	
70.	If Q6s = 2 and	Q19a = 1	
	or	Q19b = 1	
	or	Q19c = 1	
	or	Q19d = 1	
	or	Q19e = 1	
	or	Q19f = 1	
	or	Q19g = 1	
71.	If Q6g=2 and Q6h=2 and Q6n=2 and Q6o=2 and		Q12a_1 = 1
	or		Q12b_1 = 1
	or		Q12c_1 = 1
	or		Q12d_1 = 1
	or		Q12e_1 = 1
	or		Q12f_1 = 1
	or		Q12g_1 = 1
	or		Q12h_1 = 1
	or		Q12i_1 = 1
	or		Q12j_1 = 1
	or		Q12k_1 = 1
	or		Q12l_1 = 1
	or		Q12m_1 = 1
	or		Q12n_1 = 1
	or		Q12o_1 = 1
	or		Q12p_1 = 1
	or		Q12q_1 = 1
	or		Q12r_1 = 1
	or		Q12s_1 = 1
	or		Q12v_1 = 1
	or		Q12w_1 = 1

No.	Condition		Condition (continued)
72.	If Q6g=2 and Q6h=2 and Q6n=2 and Q6o=2 and		Q12a_2 = 1
	or		Q12b_2 = 1
	or		Q12c_2 = 1
	or		Q12d_2 = 1
	or		Q12e_2 = 1
	or		Q12f_2 = 1
	or		Q12g_2 = 1
	or		Q12h_2 = 1
	or		Q12i_2 = 1
	or		Q12j_2 = 1
	or		Q12k_2 = 1
	or		Q12l_2 = 1
	or		Q12m_2 = 1
	or		Q12n_2 = 1
	or		Q12o_2 = 1
	or		Q12p_2 = 1
	or		Q12q_2 = 1
	or		Q12r_2 = 1
	or		Q12s_2 = 1
	or		Q12v_2 = 1
	or		Q12w_2 = 1
73.	If Q2a = 1 or 2 and	Q2b = 3	
	or	Q2c = 3	
	or	Q2d = 3	
	or	Q2e = 3	
74.	If Q2b = 1 or 2 and	Q2a = 3	
	or	Q2c = 3	
	or	Q2d = 3	
	or	Q2e = 3	
75.	If Q2c = 1 or 2 and	Q2a = 3	
	or	Q2b = 3	
	or	Q2d = 3	
	or	Q2e = 3	
76.	If Q2d = 1 or 2 and	Q2a = 3	
	or	Q2b = 3	
	or	Q2c = 3	
	or	Q2e = 3	
77.	If Q2e = 1 or 2 and	Q2a = 3	
	or	Q2b = 3	
	or	Q2c = 3	
	or	Q2d = 3	

No.	Condition	Condition (continued)
78.	If Q3a = 1 or 2 and	Q3b = 3
	or	Q3c = 3
	or	Q3d = 3
	or	Q3e = 3
	or	Q3f = 3
	or	Q3g = 3
	or	Q3h = 3
79.	If Q3b = 1 or 2 and	Q3a = 3
	or	Q3c = 3
	or	Q3d = 3
	or	Q3e = 3
	or	Q3f = 3
	or	Q3g = 3
	or	Q3h = 3
80.	If Q3c = 1 or 2 and	Q3a = 3
	or	Q3b = 3
	or	Q3d = 3
	or	Q3e = 3
	or	Q3f = 3
	or	Q3g = 3
	or	Q3h = 3
81.	If Q3d = 1 or 2 and	Q3a = 3
	or	Q3b = 3
	or	Q3c = 3
	or	Q3e = 3
	or	Q3f = 3
	or	Q3g = 3
	or	Q3h = 3
82.	If Q3e = 1 or 2 and	Q3a = 3
	or	Q3b = 3
	or	Q3c = 3
	or	Q3d = 3
	or	Q3f = 3
	or	Q3g = 3
	or	Q3h = 3
83.	If Q3f = 1 or 2 and	Q3a = 3
	or	Q3b = 3
	or	Q3c = 3
	or	Q3d = 3
	or	Q3e = 3
	or	Q3g = 3
	or	Q3h = 3

No.	Condition	Condition (continued)
84.	If Q3g = 1 or 2 and	Q3a = 3
	or	Q3b = 3
	or	Q3c = 3
	or	Q3d = 3
	or	Q3e = 3
	or	Q3f = 3
	or	Q3h = 3
85.	If Q3h = 1 or 2 and	Q3a = 3
	or	Q3b = 3
	or	Q3c = 3
	or	Q3d = 3
	or	Q3e = 3
	or	Q3f = 3
	or	Q3g = 3
86.	If Q4a = 1 or 2 and	Q4b = 3
	or	Q4c = 3
	or	Q4d = 3
	or	Q4e = 3
	or	Q4f = 3
87.	If Q4b = 1 or 2 and	Q4a = 3
	or	Q4c = 3
	or	Q4d = 3
	or	Q4e = 3
	or	Q4f = 3
88.	If Q4c = 1 or 2 and	Q4a = 3
	or	Q4b = 3
	or	Q4d = 3
	or	Q4e = 3
	or	Q4f = 3
89.	If Q4d = 1 or 2 and	Q4a = 3
	or	Q4b = 3
	or	Q4c = 3
	or	Q4e = 3
	or	Q4f = 3
90.	If Q4e = 1 or 2 and	Q4a = 3
	or	Q4b = 3
	or	Q4c = 3
	or	Q4d = 3
	or	Q4f = 3
91.	If Q4f = 1 or 2 and	Q4a = 3
	or	Q4b = 3
	or	Q4c = 3
	or	Q4d = 3
	or	Q4e = 3
92.	If Q4a = 3 and Q4b = 3 and	
	Q4c = 3 and Q4d = 3 and	
	Q4e = 3 and Q4f = 3 and	Q5a = 1
	or	Q5b = 1
	or	Q5c = 1

No.	Condition	Condition (continued)
93.	If Q5a = 1 and	Q4a = 3
	or	Q4b = 3
	or	Q4c = 3
	or	Q4d = 3
	or	Q4e = 3
	or	Q4f = 3
94.	If Q5b = 1 and	Q4a = 3
	or	Q4b = 3
	or	Q4c = 3
	or	Q4d = 3
	or	Q4e = 3
	or	Q4f = 3
95.	If Q5c = 1 and	Q4a = 3
	or	Q4b = 3
	or	Q4c = 3
	or	Q4d = 3
	or	Q4e = 3
	or	Q4f = 3
96.	If Q12a_1 = 1 or 2 and	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3

No.	Condition	Condition (continued)
97.	If Q12b_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3
98.	If Q12c_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3

No.	Condition	Condition (continued)
99.	If Q12d_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3
100.	If Q12e_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3

No.	Condition	Condition (continued)
101.	If Q12f_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3
102.	If Q12g_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3

No.	Condition	Condition (continued)
103.	If Q12h_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3
104.	If Q12i_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3

No.	Condition	Condition (continued)
105.	If Q12j_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3
106.	If Q12k_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3

No.	Condition	Condition (continued)
107.	If Q12l_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3
108.	If Q12m_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3

No.	Condition	Condition (continued)
109.	If Q12n_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3
110.	If Q12o_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3

No.	Condition	Condition (continued)
111.	If Q12p_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3
112.	If Q12q_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3

No.	Condition	Condition (continued)
113.	If Q12r_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3
114.	If Q12s_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12v_1 = 3
	or	Q12w_1 = 3

No.	Condition	Condition (continued)
117.	If Q12v_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12w_1 = 3
118.	If Q12w_1 = 1 or 2 and	Q12a_1 = 3
	or	Q12b_1 = 3
	or	Q12c_1 = 3
	or	Q12d_1 = 3
	or	Q12e_1 = 3
	or	Q12f_1 = 3
	or	Q12g_1 = 3
	or	Q12h_1 = 3
	or	Q12i_1 = 3
	or	Q12j_1 = 3
	or	Q12k_1 = 3
	or	Q12l_1 = 3
	or	Q12m_1 = 3
	or	Q12n_1 = 3
	or	Q12o_1 = 3
	or	Q12p_1 = 3
	or	Q12q_1 = 3
	or	Q12r_1 = 3
	or	Q12s_1 = 3
	or	Q12v_1 = 3

No.	Condition	Condition (continued)
119.	If Q12a_2 = 1 or 2 and	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3
120.	If Q12b_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3

No.	Condition	Condition (continued)
121.	If Q12c_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3
122.	If Q12d_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3

No.	Condition	Condition (continued)
123.	If Q12e_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3
124.	If Q12f_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3

No.	Condition	Condition (continued)
125.	If Q12g_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3
126.	If Q12h_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3

No.	Condition	Condition (continued)
127.	If Q12i_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3
128.	If Q12j_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3

No.	Condition	Condition (continued)
129.	If Q12k_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3
130.	If Q12l_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q13m_2 = 3
	or	Q13n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3

No.	Condition	Condition (continued)
131.	If Q12m_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3
132.	If Q12n_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3

No.	Condition	Condition (continued)
133.	If Q12o_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3
134.	If Q12p_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3

No.	Condition	Condition (continued)
135.	If Q12q_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3
136.	If Q12r_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3

No.	Condition	Condition (continued)
137.	If Q12s_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12v_2 = 3
	or	Q12w_2 = 3
140.	If Q12v_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12w_2 = 3

No.	Condition	Condition (continued)
141.	If Q12w_2 = 1 or 2 and	Q12a_2 = 3
	or	Q12b_2 = 3
	or	Q12c_2 = 3
	or	Q12d_2 = 3
	or	Q12e_2 = 3
	or	Q12f_2 = 3
	or	Q12g_2 = 3
	or	Q12h_2 = 3
	or	Q12i_2 = 3
	or	Q12j_2 = 3
	or	Q12k_2 = 3
	or	Q12l_2 = 3
	or	Q12m_2 = 3
	or	Q12n_2 = 3
	or	Q12o_2 = 3
	or	Q12p_2 = 3
	or	Q12q_2 = 3
	or	Q12r_2 = 3
	or	Q12s_2 = 3
	or	Q12v_2 = 3
142.	If Q13a_1 = 1 or 2 and	Q13b_1 = 3
	or	Q13c_1 = 3
	or	Q13d_1 = 3
	or	Q13e_1 = 3
	or	Q13f_1 = 3
	or	Q13g_1 = 3
143.	If Q13b_1 = 1 or 2 and	Q13a_1 = 3
	or	Q13c_1 = 3
	or	Q13d_1 = 3
	or	Q13e_1 = 3
	or	Q13f_1 = 3
	or	Q13g_1 = 3
144.	If Q13c_1 = 1 or 2 and	Q13a_1 = 3
	or	Q13b_1 = 3
	or	Q13d_1 = 3
	or	Q13e_1 = 3
	or	Q13f_1 = 3
	or	Q13g_1 = 3
145.	If Q13d_1 = 1 or 2 and	Q13a_1 = 3
	or	Q13b_1 = 3
	or	Q13c_1 = 3
	or	Q13e_1 = 3
	or	Q13f_1 = 3
	or	Q13g_1 = 3

No.	Condition	Condition (continued)
146.	If Q13e_1 = 1 or 2 and	Q13a_1 = 3
	or	Q13b_1 = 3
	or	Q13c_1 = 3
	or	Q13d_1 = 3
	or	Q13f_1 = 3
	or	Q13g_1 = 3
147.	If Q13f_1 = 1 or 2 and	Q13a_1 = 3
	or	Q13b_1 = 3
	or	Q13c_1 = 3
	or	Q13d_1 = 3
	or	Q13e_1 = 3
	or	Q13g_1 = 3
148.	If Q13g_1 = 1 or 2 and	Q13a_1 = 3
	or	Q13b_1 = 3
	or	Q13c_1 = 3
	or	Q13d_1 = 3
	or	Q13e_1 = 3
	or	Q13f_1 = 3
149.	If Q13a_2 = 1 or 2 and	Q13b_2 = 3
	or	Q13c_2 = 3
	or	Q13d_2 = 3
	or	Q13e_2 = 3
	or	Q13f_2 = 3
	or	Q13g_2 = 3
150.	If Q13b_2 = 1 or 2 and	Q13a_2 = 3
	or	Q13c_2 = 3
	or	Q13d_2 = 3
	or	Q13e_2 = 3
	or	Q13f_2 = 3
	or	Q13g_2 = 3
151.	If Q13c_2 = 1 or 2 and	Q13a_2 = 3
	or	Q13b_2 = 3
	or	Q13d_2 = 3
	or	Q13e_2 = 3
	or	Q13f_2 = 3
	or	Q13g_2 = 3
152.	If Q13d_2 = 1 or 2 and	Q13a_2 = 3
	or	Q13b_2 = 3
	or	Q13c_2 = 3
	or	Q13e_2 = 3
	or	Q13f_2 = 3
	or	Q13g_2 = 3
153.	If Q13e_2 = 1 or 2 and	Q13a_2 = 3
	or	Q13b_2 = 3
	or	Q13c_2 = 3
	or	Q13d_2 = 3
	or	Q13f_2 = 3
	or	Q13g_2 = 3

No.	Condition	Condition (continued)
154.	If Q13f_2 = 1 or 2 and	Q13a_2 = 3
	or	Q13b_2 = 3
	or	Q13c_2 = 3
	or	Q13d_2 = 3
	or	Q13e_2 = 3
	or	Q13g_2 = 3
155.	If Q13g_2 = 1 or 2 and	Q13a_2 = 3
	or	Q13b_2 = 3
	or	Q13c_2 = 3
	or	Q13d_2 = 3
	or	Q13e_2 = 3
	or	Q13f_2 = 3
156.	If Q12a_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
157.	If Q12b_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
158.	If Q12c_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
159.	If Q12d_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
160.	If Q12e_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2

No.	Condition	Condition (continued)
161.	If Q12f_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
162.	If Q12g_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
163.	If Q12h_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
164.	If Q12i_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
165.	If Q12j_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
166.	If Q12k_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
167.	If Q12l_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2

No.	Condition	Condition (continued)
168.	If Q12m_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
169.	If Q12n_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
170.	If Q12o_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
171.	If Q12p_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
172.	If Q12q_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
173.	If Q12r_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2

No.	Condition	Condition (continued)
174.	If Q12s_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
177.	If Q12v_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
178.	If Q12w_1 = 3 and	Q13a_1 = 1 or 2
	or	Q13b_1 = 1 or 2
	or	Q13c_1 = 1 or 2
	or	Q13d_1 = 1 or 2
	or	Q13e_1 = 1 or 2
	or	Q13f_1 = 1 or 2
	or	Q13g_1 = 1 or 2
179.	If Q12a_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
180.	If Q12b_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2

No.	Condition	Condition (continued)
181.	If Q12c_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
182.	If Q12d_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
183.	If Q12e_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
184.	If Q12f_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
185.	If Q12g_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
186.	If Q12h_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2

No.	Condition	Condition (continued)
187.	If Q12i_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
188.	If Q12j_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
189.	If Q12k_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
190.	If Q12l_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
191.	If Q12m_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
192.	If Q12n_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2

No.	Condition	Condition (continued)
193.	If Q12o_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
194.	If Q12p_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
195.	If Q12q_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
196.	If Q12r_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
197.	If Q12s_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2

No.	Condition	Condition (continued)
200.	If Q12v_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
201.	If Q12w_2 = 3 and	Q13a_2 = 1 or 2
	or	Q13b_2 = 1 or 2
	or	Q13c_2 = 1 or 2
	or	Q13d_2 = 1 or 2
	or	Q13e_2 = 1 or 2
	or	Q13f_2 = 1 or 2
	or	Q13g_2 = 1 or 2
202.	If Q13a_1 = 3 and	Q12a_1 = 1 or 2
	or	Q12b_1 = 1 or 2
	or	Q12c_1 = 1 or 2
	or	Q12d_1 = 1 or 2
	or	Q12e_1 = 1 or 2
	or	Q12f_1 = 1 or 2
	or	Q12g_1 = 1 or 2
	or	Q12h_1 = 1 or 2
	or	Q12i_1 = 1 or 2
	or	Q12j_1 = 1 or 2
	or	Q12k_1 = 1 or 2
	or	Q12l_1 = 1 or 2
	or	Q12m_1 = 1 or 2
	or	Q12n_1 = 1 or 2
	or	Q12o_1 = 1 or 2
	or	Q12p_1 = 1 or 2
	or	Q12q_1 = 1 or 2
	or	Q12r_1 = 1 or 2
	or	Q12s_1 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_1 = 1 or 2

No.	Condition	Condition (continued)
203.	If Q13b_1 = 3 and	Q12a_1 = 1 or 2
	or	Q12b_1 = 1 or 2
	or	Q12c_1 = 1 or 2
	or	Q12d_1 = 1 or 2
	or	Q12e_1 = 1 or 2
	or	Q12f_1 = 1 or 2
	or	Q12g_1 = 1 or 2
	or	Q12h_1 = 1 or 2
	or	Q12i_1 = 1 or 2
	or	Q12j_1 = 1 or 2
	or	Q12k_1 = 1 or 2
	or	Q12l_1 = 1 or 2
	or	Q12m_1 = 1 or 2
	or	Q12n_1 = 1 or 2
	or	Q12o_1 = 1 or 2
	or	Q12p_1 = 1 or 2
	or	Q12q_1 = 1 or 2
	or	Q12r_1 = 1 or 2
	or	Q12s_1 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_1 = 1 or 2
204.	If Q13c_1 = 3 and	Q12a_1 = 1 or 2
	or	Q12b_1 = 1 or 2
	or	Q12c_1 = 1 or 2
	or	Q12d_1 = 1 or 2
	or	Q12e_1 = 1 or 2
	or	Q12f_1 = 1 or 2
	or	Q12g_1 = 1 or 2
	or	Q12h_1 = 1 or 2
	or	Q12i_1 = 1 or 2
	or	Q12j_1 = 1 or 2
	or	Q12k_1 = 1 or 2
	or	Q12l_1 = 1 or 2
	or	Q12m_1 = 1 or 2
	or	Q12n_1 = 1 or 2
	or	Q12o_1 = 1 or 2
	or	Q12p_1 = 1 or 2
	or	Q12q_1 = 1 or 2
	or	Q12r_1 = 1 or 2
	or	Q12s_1 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_1 = 1 or 2

No.	Condition	Condition (continued)
205.	If Q13d_1 = 3 and	Q12a_1 = 1 or 2
	or	Q12b_1 = 1 or 2
	or	Q12c_1 = 1 or 2
	or	Q12d_1 = 1 or 2
	or	Q12e_1 = 1 or 2
	or	Q12f_1 = 1 or 2
	or	Q12g_1 = 1 or 2
	or	Q12h_1 = 1 or 2
	or	Q12i_1 = 1 or 2
	or	Q12j_1 = 1 or 2
	or	Q12k_1 = 1 or 2
	or	Q12l_1 = 1 or 2
	or	Q12m_1 = 1 or 2
	or	Q12n_1 = 1 or 2
	or	Q12o_1 = 1 or 2
	or	Q12p_1 = 1 or 2
	or	Q12q_1 = 1 or 2
	or	Q12r_1 = 1 or 2
	or	Q12s_1 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_1 = 1 or 2
206.	If Q13e_1 = 3 and	Q12a_1 = 1 or 2
	or	Q12b_1 = 1 or 2
	or	Q12c_1 = 1 or 2
	or	Q12d_1 = 1 or 2
	or	Q12e_1 = 1 or 2
	or	Q12f_1 = 1 or 2
	or	Q12g_1 = 1 or 2
	or	Q12h_1 = 1 or 2
	or	Q12i_1 = 1 or 2
	or	Q12j_1 = 1 or 2
	or	Q12k_1 = 1 or 2
	or	Q12l_1 = 1 or 2
	or	Q12m_1 = 1 or 2
	or	Q12n_1 = 1 or 2
	or	Q12o_1 = 1 or 2
	or	Q12p_1 = 1 or 2
	or	Q12q_1 = 1 or 2
	or	Q12r_1 = 1 or 2
	or	Q12s_1 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_1 = 1 or 2

No.	Condition	Condition (continued)
207.	If Q13f_1 = 3 and	Q12a_1 = 1 or 2
	or	Q12b_1 = 1 or 2
	or	Q12c_1 = 1 or 2
	or	Q12d_1 = 1 or 2
	or	Q12e_1 = 1 or 2
	or	Q12f_1 = 1 or 2
	or	Q12g_1 = 1 or 2
	or	Q12h_1 = 1 or 2
	or	Q12i_1 = 1 or 2
	or	Q12j_1 = 1 or 2
	or	Q12k_1 = 1 or 2
	or	Q12l_1 = 1 or 2
	or	Q12m_1 = 1 or 2
	or	Q12n_1 = 1 or 2
	or	Q12o_1 = 1 or 2
	or	Q12p_1 = 1 or 2
	or	Q12q_1 = 1 or 2
	or	Q12r_1 = 1 or 2
	or	Q12s_1 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_1 = 1 or 2
208.	If Q13g_1 = 3 and	Q12a_1 = 1 or 2
	or	Q12b_1 = 1 or 2
	or	Q12c_1 = 1 or 2
	or	Q12d_1 = 1 or 2
	or	Q12e_1 = 1 or 2
	or	Q12f_1 = 1 or 2
	or	Q12g_1 = 1 or 2
	or	Q12h_1 = 1 or 2
	or	Q12i_1 = 1 or 2
	or	Q12j_1 = 1 or 2
	or	Q12k_1 = 1 or 2
	or	Q12l_1 = 1 or 2
	or	Q12m_1 = 1 or 2
	or	Q12n_1 = 1 or 2
	or	Q12o_1 = 1 or 2
	or	Q12p_1 = 1 or 2
	or	Q12q_1 = 1 or 2
	or	Q12r_1 = 1 or 2
	or	Q12s_1 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_1 = 1 or 2

No.	Condition	Condition (continued)
209.	If Q13a_2 = 3 and	Q12a_2 = 1 or 2
	or	Q12b_2 = 1 or 2
	or	Q12c_2 = 1 or 2
	or	Q12d_2 = 1 or 2
	or	Q12e_2 = 1 or 2
	or	Q12f_2 = 1 or 2
	or	Q12g_2 = 1 or 2
	or	Q12h_2 = 1 or 2
	or	Q12i_2 = 1 or 2
	or	Q12j_2 = 1 or 2
	or	Q12k_2 = 1 or 2
	or	Q12l_2 = 1 or 2
	or	Q12m_2 = 1 or 2
	or	Q12n_2 = 1 or 2
	or	Q12o_2 = 1 or 2
	or	Q12p_2 = 1 or 2
	or	Q12q_2 = 1 or 2
	or	Q12r_2 = 1 or 2
	or	Q12s_2 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_2 = 1 or 2
210.	If Q13b_2 = 3 and	Q12a_2 = 1 or 2
	or	Q12b_2 = 1 or 2
	or	Q12c_2 = 1 or 2
	or	Q12d_2 = 1 or 2
	or	Q12e_2 = 1 or 2
	or	Q12f_2 = 1 or 2
	or	Q12g_2 = 1 or 2
	or	Q12h_2 = 1 or 2
	or	Q12i_2 = 1 or 2
	or	Q12j_2 = 1 or 2
	or	Q12k_2 = 1 or 2
	or	Q12l_2 = 1 or 2
	or	Q12m_2 = 1 or 2
	or	Q12n_2 = 1 or 2
	or	Q12o_2 = 1 or 2
	or	Q12p_2 = 1 or 2
	or	Q12q_2 = 1 or 2
	or	Q12r_2 = 1 or 2
	or	Q12s_2 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_2 = 1 or 2

No.	Condition	Condition (continued)
211.	If Q13c_2 = 3 and	Q12a_2 = 1 or 2
	or	Q12b_2 = 1 or 2
	or	Q12c_2 = 1 or 2
	or	Q12d_2 = 1 or 2
	or	Q12e_2 = 1 or 2
	or	Q12f_2 = 1 or 2
	or	Q12g_2 = 1 or 2
	or	Q12h_2 = 1 or 2
	or	Q12i_2 = 1 or 2
	or	Q12j_2 = 1 or 2
	or	Q12k_2 = 1 or 2
	or	Q12l_2 = 1 or 2
	or	Q12m_2 = 1 or 2
	or	Q12n_2 = 1 or 2
	or	Q12o_2 = 1 or 2
	or	Q12p_2 = 1 or 2
	or	Q12q_2 = 1 or 2
	or	Q12r_2 = 1 or 2
	or	Q12s_2 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_2 = 1 or 2
212.	If Q13d_2 = 3 and	Q12a_2 = 1 or 2
	or	Q12b_2 = 1 or 2
	or	Q12c_2 = 1 or 2
	or	Q12d_2 = 1 or 2
	or	Q12e_2 = 1 or 2
	or	Q12f_2 = 1 or 2
	or	Q12g_2 = 1 or 2
	or	Q12h_2 = 1 or 2
	or	Q12i_2 = 1 or 2
	or	Q12j_2 = 1 or 2
	or	Q12k_2 = 1 or 2
	or	Q12l_2 = 1 or 2
	or	Q12m_2 = 1 or 2
	or	Q12n_2 = 1 or 2
	or	Q12o_2 = 1 or 2
	or	Q12p_2 = 1 or 2
	or	Q12q_2 = 1 or 2
	or	Q12r_2 = 1 or 2
	or	Q12s_2 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_2 = 1 or 2

No.	Condition	Condition (continued)
213.	If Q13e_2 = 3 and	Q12a_2 = 1 or 2
	or	Q12b_2 = 1 or 2
	or	Q12c_2 = 1 or 2
	or	Q12d_2 = 1 or 2
	or	Q12e_2 = 1 or 2
	or	Q12f_2 = 1 or 2
	or	Q12g_2 = 1 or 2
	or	Q12h_2 = 1 or 2
	or	Q12i_2 = 1 or 2
	or	Q12j_2 = 1 or 2
	or	Q12k_2 = 1 or 2
	or	Q12l_2 = 1 or 2
	or	Q12m_2 = 1 or 2
	or	Q12n_2 = 1 or 2
	or	Q12o_2 = 1 or 2
	or	Q12p_2 = 1 or 2
	or	Q12q_2 = 1 or 2
	or	Q12r_2 = 1 or 2
	or	Q12s_2 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_2 = 1 or 2
214.	If Q13f_2 = 3 and	Q12a_2 = 1 or 2
	or	Q12b_2 = 1 or 2
	or	Q12c_2 = 1 or 2
	or	Q12d_2 = 1 or 2
	or	Q12e_2 = 1 or 2
	or	Q12f_2 = 1 or 2
	or	Q12g_2 = 1 or 2
	or	Q12h_2 = 1 or 2
	or	Q12i_2 = 1 or 2
	or	Q12j_2 = 1 or 2
	or	Q12k_2 = 1 or 2
	or	Q12l_2 = 1 or 2
	or	Q12m_2 = 1 or 2
	or	Q12n_2 = 1 or 2
	or	Q12o_2 = 1 or 2
	or	Q12p_2 = 1 or 2
	or	Q12q_2 = 1 or 2
	or	Q12r_2 = 1 or 2
	or	Q12s_2 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_2 = 1 or 2

No.	Condition	Condition (continued)
215.	If Q13g_2 = 3 and	Q12a_2 = 1 or 2
	or	Q12b_2 = 1 or 2
	or	Q12c_2 = 1 or 2
	or	Q12d_2 = 1 or 2
	or	Q12e_2 = 1 or 2
	or	Q12f_2 = 1 or 2
	or	Q12g_2 = 1 or 2
	or	Q12h_2 = 1 or 2
	or	Q12i_2 = 1 or 2
	or	Q12j_2 = 1 or 2
	or	Q12k_2 = 1 or 2
	or	Q12l_2 = 1 or 2
	or	Q12m_2 = 1 or 2
	or	Q12n_2 = 1 or 2
	or	Q12o_2 = 1 or 2
	or	Q12p_2 = 1 or 2
	or	Q12q_2 = 1 or 2
	or	Q12r_2 = 1 or 2
	or	Q12s_2 = 1 or 2
	or	Q12v_1 = 1 or 2
	or	Q12w_2 = 1 or 2

Finally, for principal and lead health education teacher data, any valid character data (including 'Not Applicable') is recoded to numeric data (A=1, B=2, and so on).

For both weighted and unweighted sites, the number of records for the dataset will match the number of usable questionnaires reported on the sample description.

Questionnaires are subverted **only** when they contain no data after editing.

4. Grade Span Consistency Edits

Profiles survey results are reported by three school grade levels (middle school, junior/senior high school, high school). Schools are classified into grade level based on the grade span on the sampling frame. Low grade and high grade on the sampling frame are named f_lowgrade and f_higrade, respectively. Four of the Profiles questions (Principal Q14, Lead Health Education Teacher [LHT] Q1, LHT Q12, and LHT Q13) contain grade-specific responses. These grade questions are compared to the grade span of the school and edited for consistency.
After the edit codes .A-.F have been assigned to the principal and teacher scanned data, Principal Q14, LHT Q1, LHT Q12, and LHT Q13 are edited using the .I edit code to indicate that the responses to these grade questions are inconsistent with the grade span.

a. Principal Question 14

Each Principal Q14 item (Q14a–Q14g) is checked for consistency. If the item response is inconsistent, that response is recoded to .I. The following consistency checks (1-14) are run.

1. If f_lowgrade > 6 or f_higrade < 6 and Q14a = 1 or 2
2. If f_lowgrade <= 6 and f_higrade => 6 and Q14a = 3
3. If f_lowgrade > 7 or f_higrade < 7 and Q14b = 1 or 2
4. If f_lowgrade <= 7 and f_higrade => 7 and Q14b = 3
5. If f_lowgrade > 8 or f_higrade < 8 and Q14c = 1 or 2
6. If f_lowgrade <= 8 and f_higrade => 8 and Q14c = 3
7. If f_lowgrade > 9 or f_higrade < 9 and Q14d = 1 or 2
8. If f_lowgrade <= 9 and f_higrade => 9 and Q14d = 3
9. If f_lowgrade > 10 or f_higrade < 10 and Q14e = 1 or 2
10. If f_lowgrade <= 10 and f_higrade => 10 and Q14e = 3
11. If f_lowgrade > 11 or f_higrade < 11 and Q14f = 1 or 2
12. If f_lowgrade <= 11 and f_higrade => 11 and Q14f = 3
13. If f_lowgrade > 12 or f_higrade < 12 and Q14g = 1 or 2
14. If f_lowgrade <= 12 and f_higrade => 12 and Q14g = 3

b. Lead Health Education Teacher Question 1

Each Teacher Q1 item (Q1a – Q1g) is checked for consistency. If the item response is inconsistent, that response is recoded to .I. The following consistency checks (1-14) are run.

1. If f_lowgrade > 6 or f_higrade < 6 and Q1a = 1 or 2
2. If f_lowgrade <= 6 and f_higrade => 6 and Q1a = 3
3. If f_lowgrade > 7 or f_higrade < 7 and Q1b = 1 or 2
4. If f_lowgrade <= 7 and f_higrade => 7 and Q1b = 3
5. If f_lowgrade > 8 or f_higrade < 8 and Q1c = 1 or 2
6. If f_lowgrade <= 8 and f_higrade => 8 and Q1c = 3
7. If f_lowgrade > 9 or f_higrade < 9 and Q1d = 1 or 2
8. If f_lowgrade <= 9 and f_higrade => 9 and Q1d = 3
9. If f_lowgrade > 10 or f_higrade < 10 and Q1e = 1 or 2
10. If f_lowgrade <= 10 and f_higrade => 10 and Q1e = 3
11. If f_lowgrade > 11 or f_higrade < 11 and Q1f = 1 or 2
12. If f_lowgrade <= 11 and f_higrade => 11 and Q1f = 3
13. If f_lowgrade > 12 or f_higrade < 12 and Q1g = 1 or 2
14. If f_lowgrade <= 12 and f_higrade => 12 and Q1g = 3

c. Lead Health Education Teacher Question 12

Each Teacher Q12 item (Q12a_1–Q12w_1, Q12a_2–Q12w_2) is checked for consistency. If the item response is inconsistent, that response is recoded to .I. The following consistency checks (1-92) are run.

No.	Condition
1.	If f_lowgrade => 9 and Q12a_1 = 1 or 2
2.	If f_lowgrade => 9 and Q12b_1 = 1 or 2
3.	If f_lowgrade => 9 and Q12c_1 = 1 or 2
4.	If f_lowgrade => 9 and Q12d_1 = 1 or 2
5.	If f_lowgrade => 9 and Q12e_1 = 1 or 2
6.	If f_lowgrade => 9 and Q12f_1 = 1 or 2
7.	If f_lowgrade => 9 and Q12g_1 = 1 or 2
8.	If f_lowgrade => 9 and Q12h_1 = 1 or 2
9.	If f_lowgrade => 9 and Q12i_1 = 1 or 2
10.	If f_lowgrade => 9 and Q12j_1 = 1 or 2
11.	If f_lowgrade => 9 and Q12k_1 = 1 or 2
12.	If f_lowgrade => 9 and Q12l_1 = 1 or 2
13.	If f_lowgrade => 9 and Q12m_1 = 1 or 2
14.	If f_lowgrade => 9 and Q12n_1 = 1 or 2
15.	If f_lowgrade => 9 and Q12o_1 = 1 or 2
16.	If f_lowgrade => 9 and Q12p_1 = 1 or 2
17.	If f_lowgrade => 9 and Q12q_1 = 1 or 2
18.	If f_lowgrade => 9 and Q12r_1 = 1 or 2
19.	If f_lowgrade => 9 and Q12s_1 = 1 or 2
22.	If f_lowgrade => 9 and Q12v_1 = 1 or 2
23.	If f_lowgrade => 9 and Q12w_1 = 1 or 2
24.	If f_lowgrade < 9 and Q12a_1 = 3
25.	If f_lowgrade < 9 and Q12b_1 = 3
26.	If f_lowgrade < 9 and Q12c_1 = 3
27.	If f_lowgrade < 9 and Q12d_1 = 3
28.	If f_lowgrade < 9 and Q12e_1 = 3
29.	If f_lowgrade < 9 and Q12f_1 = 3
30.	If f_lowgrade < 9 and Q12g_1 = 3
31.	If f_lowgrade < 9 and Q12h_1 = 3
32.	If f_lowgrade < 9 and Q12i_1 = 3
33.	If f_lowgrade < 9 and Q12j_1 = 3
34.	If f_lowgrade < 9 and Q12k_1 = 3
35.	If f_lowgrade < 9 and Q12l_1 = 3
36.	If f_lowgrade < 9 and Q12m_1 = 3
37.	If f_lowgrade < 9 and Q12n_1 = 3
38.	If f_lowgrade < 9 and Q12o_1 = 3
39.	If f_lowgrade < 9 and Q12p_1 = 3
40.	If f_lowgrade < 9 and Q12q_1 = 3
41.	If f_lowgrade < 9 and Q12r_1 = 3
42.	If f_lowgrade < 9 and Q12s_1 = 3
45.	If f_lowgrade < 9 and Q12v_1 = 3
46.	If f_lowgrade < 9 and Q12w_1 = 3
47.	If f_higrade < 9 and Q12a_2 = 1 or 2
48.	If f_higrade < 9 and Q12b_2 = 1 or 2
49.	If f_higrade < 9 and Q12c_2 = 1 or 2
50.	If f_higrade < 9 and Q12d_2 = 1 or 2

No.	Condition
51.	If f_higrade < 9 and Q12e_2 = 1 or 2
52.	If f_higrade < 9 and Q12f_2 = 1 or 2
53.	If f_higrade < 9 and Q12g_2 = 1 or 2
54.	If f_higrade < 9 and Q12h_2 = 1 or 2
55.	If f_higrade < 9 and Q12i_2 = 1 or 2
56.	If f_higrade < 9 and Q12j_2 = 1 or 2
57.	If f_higrade < 9 and Q12k_2 = 1 or 2
58.	If f_higrade < 9 and Q12l_2 = 1 or 2
59.	If f_higrade < 9 and Q12m_2 = 1 or 2
60.	If f_higrade < 9 and Q12n_2 = 1 or 2
61.	If f_higrade < 9 and Q12o_2 = 1 or 2
62.	If f_higrade < 9 and Q12p_2 = 1 or 2
63.	If f_higrade < 9 and Q12q_2 = 1 or 2
64.	If f_higrade < 9 and Q12r_2 = 1 or 2
65.	If f_higrade < 9 and Q12s_2 = 1 or 2
68.	If f_higrade < 9 and Q12v_2 = 1 or 2
69.	If f_higrade < 9 and Q12w_2 = 1 or 2
70.	If f_higrade => 9 and Q12a_2 = 3
71.	If f_higrade => 9 and Q12b_2 = 3
72.	If f_higrade => 9 and Q12c_2 = 3
73.	If f_higrade => 9 and Q12d_2 = 3
74.	If f_higrade => 9 and Q12e_2 = 3
75.	If f_higrade => 9 and Q12f_2 = 3
76.	If f_higrade => 9 and Q12g_2 = 3
77.	If f_higrade => 9 and Q12h_2 = 3
78.	If f_higrade => 9 and Q12i_2 = 3
79.	If f_higrade => 9 and Q12j_2 = 3
80.	If f_higrade => 9 and Q12k_2 = 3
81.	If f_higrade => 9 and Q12l_2 = 3
82.	If f_higrade => 9 and Q12m_2 = 3
83.	If f_higrade => 9 and Q12n_2 = 3
84.	If f_higrade => 9 and Q12o_2 = 3
85.	If f_higrade => 9 and Q12p_2 = 3
86.	If f_higrade => 9 and Q12q_2 = 3
87.	If f_higrade => 9 and Q12r_2 = 3
88.	If f_higrade => 9 and Q12s_2 = 3
91.	If f_higrade => 9 and Q12v_2 = 3
92.	If f_higrade => 9 and Q12w_2 = 3

d. Lead Health Education Teacher Question 13

Each Teacher Q13 item (Q13a_1–Q13g_1, Q13a_2–Q13g_2) is checked for consistency. If the item response is inconsistent, that response is recoded to .I. The following consistency checks (1-28) are run.

No.	Condition
1.	If f_lowgrade => 9 and Q13a_1 = 1 or 2
2.	If f_lowgrade => 9 and Q13b_1 = 1 or 2
3.	If f_lowgrade => 9 and Q13c_1 = 1 or 2
4.	If f_lowgrade => 9 and Q13d_1 = 1 or 2
5.	If f_lowgrade => 9 and Q13e_1 = 1 or 2
6.	If f_lowgrade => 9 and Q13f_1 = 1 or 2
7.	If f_lowgrade => 9 and Q13g_1 = 1 or 2
8.	If f_lowgrade < 9 and Q13a_1 = 3
9.	If f_lowgrade < 9 and Q13b_1 = 3
10.	If f_lowgrade < 9 and Q13c_1 = 3
11.	If f_lowgrade < 9 and Q13d_1 = 3
12.	If f_lowgrade < 9 and Q13e_1 = 3
13.	If f_lowgrade < 9 and Q13f_1 = 3
14.	If f_lowgrade < 9 and Q13g_1 = 3
15.	If f_higrade < 9 and Q13a_2 = 1 or 2
16.	If f_higrade < 9 and Q13b_2 = 1 or 2
17.	If f_higrade < 9 and Q13c_2 = 1 or 2
18.	If f_higrade < 9 and Q13d_2 = 1 or 2
19.	If f_higrade < 9 and Q13e_2 = 1 or 2
20.	If f_higrade < 9 and Q13f_2 = 1 or 2
21.	If f_higrade < 9 and Q13g_2 = 1 or 2
22.	If f_higrade => 9 and Q13a_2 = 3
23.	If f_higrade => 9 and Q13b_2 = 3
24.	If f_higrade => 9 and Q13c_2 = 3
25.	If f_higrade => 9 and Q13d_2 = 3
26.	If f_higrade => 9 and Q13e_2 = 3
27.	If f_higrade => 9 and Q13f_2 = 3
28.	If f_higrade => 9 and Q13g_2 = 3

II. Derived Variable Specifications

1. Principal Standard Variables

Each standard question can be analyzed as a dichotomous variable. The dichotomous variables present the percentage of principals answering the predetermined response of interest (ROI). Principals answering the ROI are in the numerator. The denominator is either all principals or a subset of principals who have indicated in the current questionnaire that the school meets a certain criterion. Principals must have provided valid data to be included in any dichotomous variable calculations. Principals with missing responses or who had their answers cleaned during consistency editing are not included. The dichotomous variable results are presented in the tables and bar charts in each site's report.

The following table provides the question and response options for each survey variable and the derivation of its dichotomous variable. The numerator and the denominator of the dichotomous variable are defined below the survey variable. The summary text appearing in the title of the tables for each dichotomous variable is also listed. The threshold for reporting frequencies and percentages is provided. The thresholds for reporting depend on whether the survey used a census or a sample of schools, whether the result is reported by grade level category or for all schools, and whether there is a skip pattern that involves the question being processed. When the denominator frequency of the dichotomous variable is less than the threshold, data are suppressed for reporting. The thresholds in the following table pertain to a sample of schools. For a census, there is no threshold for reporting results for all schools; the threshold is 10 for reporting results by grade level category.

Q1_1. Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in physical education and physical activity?

A. Yes
B. No

Numerator:	Respondents who answered A for Q1_1
Denominator:	Respondents who answered A or B for Q1_1
Summary text:	Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in physical education and physical activity
Variable label:	School Health Index to assess physical education and physical activity
Threshold:	All Schools=55 and By Grade Level=19

Q1_2. Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in nutrition?

A. Yes
B. No

Numerator:	Respondents who answered A for Q1_2
Denominator:	Respondents who answered A or B for Q1_2
Summary text:	Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in nutrition
Variable label:	School Health Index to assess nutrition
Threshold:	All Schools=55 and By Grade Level=19

Q1_3. Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in tobacco-use prevention?

A. Yes
B. No

Numerator:	Respondents who answered A for Q1_3
Denominator:	Respondents who answered A or B for Q1_3
Summary text:	Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in tobacco-use prevention
Variable label:	School Health Index to assess tobacco-use prevention
Threshold:	All Schools=55 and By Grade Level=19

Q1_4. Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in alcohol- and other drug-use prevention?

A. Yes
B. No

Numerator:	Respondents who answered A for Q1_4
Denominator:	Respondents who answered A or B for Q1_4
Summary text:	Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in alcohol- and other drug-use prevention
Variable label:	School Health Index to assess alcohol- and other drug-use prevention
Threshold:	All Schools=55 and By Grade Level=19

Q1_5. Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in chronic health conditions (e.g., asthma, food allergies)?

A. Yes
B. No

Numerator:	Respondents who answered A for Q1_5
Denominator:	Respondents who answered A or B for Q1_5
Summary text:	Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in chronic health conditions (e.g., asthma, food allergies)
Variable label:	School Health Index to assess chronic health conditions (e.g., asthma, food allergies)
Threshold:	All Schools=55 and By Grade Level=19

Q1_6. Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in unintentional injury and violence prevention (safety)?

A. Yes
B. No

Numerator:	Respondents who answered A for Q1_6
Denominator:	Respondents who answered A or B for Q1_6
Summary text:	Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in unintentional injury and violence prevention (safety)
Variable label:	School Health Index to assess unintentional injury and violence prevention
Threshold:	All Schools=55 and By Grade Level=19

Q1_7. Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in sexual health, including HIV, other sexually transmitted infection (STI), and pregnancy prevention?

A. Yes
B. No

Numerator:	Respondents who answered A for Q1_7
Denominator:	Respondents who answered A or B for Q1_7
Summary text:	Percentage of schools that ever used the School Health Index or other self-assessment tool to assess school policies, activities, and programs in sexual health, including HIV, other STI, and pregnancy prevention
Variable label:	School Health Index to assess sexual health, including HIV, other STI, and pregnancy prevention
Threshold:	All Schools=55 and By Grade Level=19

Q2_1. Each local education agency participating in the National School Lunch Program or the School Breakfast Program is required to develop and implement a local wellness policy. During the past year, has anyone at your school reviewed your district's local wellness policy?

A. Yes
B. No

Numerator:	Respondents who answered A for Q2_1
Denominator:	Respondents who answered A or B for Q2_1
Summary text:	Percentage of schools that reviewed your district's local wellness policy during the past year
Variable label:	Reviewed your district's local wellness policy
Threshold:	All Schools=55 and By Grade Level=19

Q2_2. Each local education agency participating in the National School Lunch Program or the School Breakfast Program is required to develop and implement a local wellness policy. During the past year, has anyone at your school helped revise your district's local wellness policy?

A. Yes
B. No

Numerator:	Respondents who answered A for Q2_2
Denominator:	Respondents who answered A or B for Q2_2
Summary text:	Percentage of schools that helped revise your district's local wellness policy during the past year
Variable label:	Helped revise your district's local wellness policy
Threshold:	All Schools=55 and By Grade Level=19

Q2_3. Each local education agency participating in the National School Lunch Program or the School Breakfast Program is required to develop and implement a local wellness policy. During the past year, has anyone at your school communicated to school staff about your district's local wellness policy?

A. Yes
B. No

Numerator:	Respondents who answered A for Q2_3
Denominator:	Respondents who answered A or B for Q2_3
Summary text:	Percentage of schools that communicated to school staff about your district's local wellness policy during the past year
Variable label:	Communicated to school staff about your district's local wellness policy
Threshold:	All Schools=55 and By Grade Level=19

Q2_4. Each local education agency participating in the National School Lunch Program or the School Breakfast Program is required to develop and implement a local wellness policy. During the past year, has anyone at your school communicated to parents and families about your district's local wellness policy?

A. Yes
B. No

Numerator:	Respondents who answered A for Q2_4
Denominator:	Respondents who answered A or B for Q2_4
Summary text:	Percentage of schools that communicated to parents and families about your district's local wellness policy during the past year
Variable label:	Communicated to parents and families about your district's local wellness policy
Threshold:	All Schools=55 and By Grade Level=19

Q2_5. Each local education agency participating in the National School Lunch Program or the School Breakfast Program is required to develop and implement a local wellness policy. During the past year, has anyone at your school communicated to students about your district's local wellness policy?

A. Yes
B. No

Numerator:	Respondents who answered A for Q2_5
Denominator:	Respondents who answered A or B for Q2_5
Summary text:	Percentage of schools that communicated to students about your district's local wellness policy during the past year
Variable label:	Communicated to students about your district's local wellness policy
Threshold:	All Schools=55 and By Grade Level=19

Q2_6. Each local education agency participating in the National School Lunch Program or the School Breakfast Program is required to develop and implement a local wellness policy. During the past year, has anyone at your school measured your school's compliance with your district's local wellness policy?

A. Yes
B. No

Numerator:	Respondents who answered A for Q2_6
Denominator:	Respondents who answered A or B for Q2_6
Summary text:	Percentage of schools that measured your school's compliance with your district's local wellness policy during the past year
Variable label:	Measured your school's compliance with your district's local wellness policy
Threshold:	All Schools=55 and By Grade Level=19

Q2_7. Each local education agency participating in the National School Lunch Program or the School Breakfast Program is required to develop and implement a local wellness policy. During the past year, has anyone at your school developed an action plan that describes steps to meet requirements of your district's local wellness policy?

A. Yes
B. No

Numerator:	Respondents who answered A for Q2_7
Denominator:	Respondents who answered A or B for Q2_7
Summary text:	Percentage of schools that developed an action plan that describes steps to meet requirements of your district's local wellness policy during the past year
Variable label:	Developed an action plan that describes steps to meet requirements of your district's local wellness policy
Threshold:	All Schools=55 and By Grade Level=19

Q3. Is there one or more than one group (e.g., a school health council, committee, team) at your school that offers guidance on the development of policies or coordinates activities on health topics?

A. Yes
B. No → Skip to Question 5

Numerator:	Respondents who answered A for Q3
Denominator:	Respondents who answered A or B for Q3
Summary text:	Percentage of schools that have one or more than one group (e.g., a school health council, committee, or team) that offers guidance on the development of policies or coordinates activities on health topics
Variable label:	Group that offers guidance on health topics
Threshold:	All Schools=55 and By Grade Level=19

Q4_1. During the past year, has any school health council, committee, or team at your school identified student health needs based on a review of relevant data?

A. Yes
B. No

Numerator:	Respondents who answered A for Q4_1
Denominator:	Respondents who answered A or B for Q4_1
Summary text:	Percentage of schools that have a school health council, committee, or team that identified student health needs based on a review of relevant data during the past year*
Footnote:	*Among schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.
Variable label:	Council identified student health needs
Threshold:	All Schools=37 and By Grade Level=10

Q4_2. During the past year, has any school health council, committee, or team at your school used district or school data to improve diversity, equity, inclusion, or accessibility (e.g., staffing, professional development, curriculum)?

A. Yes
B. No

Numerator:	Respondents who answered A for Q4_2
Denominator:	Respondents who answered A or B for Q4_2
Summary text:	Percentage of schools that have a school health council, committee, or team that used district or school data to improve diversity, equity, inclusion, or accessibility (e.g., staffing, professional development, curriculum) during the past year*
Footnote:	*Among schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.
Variable label:	Council used district or school data to improve diversity, equity, inclusion, or accessibility
Threshold:	All Schools=37 and By Grade Level=10

Q4_3. During the past year, has any school health council, committee, or team at your school recommended new or revised health and safety policies and activities to school administrators or the school improvement team?

A. Yes
B. No

Numerator:	Respondents who answered A for Q4_3
Denominator:	Respondents who answered A or B for Q4_3
Summary text:	Percentage of schools that have a school health council, committee, or team that recommended new or revised health and safety policies and activities to school administrators or the school improvement team during the past year*
Footnote:	*Among schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.
Variable label:	Council recommended new or revised health and safety policies and activities to school administrators
Threshold:	All Schools=37 and By Grade Level=10

Q4_4. During the past year, has any school health council, committee, or team at your school sought funding or leveraged resources to support health and safety priorities for students and staff?

A. Yes
B. No

Numerator:	Respondents who answered A for Q4_4
Denominator:	Respondents who answered A or B for Q4_4
Summary text:	Percentage of schools that have a school health council, committee, or team that sought funding or leveraged resources to support health and safety priorities for students and staff during the past year*
Footnote:	*Among schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.
Variable label:	Council sought funding to support health/safety priorities
Threshold:	All Schools=37 and By Grade Level=10

Q4_5. During the past year, has any school health council, committee, or team at your school communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members?

A. Yes
B. No

Numerator:	Respondents who answered A for Q4_5
Denominator:	Respondents who answered A or B for Q4_5
Summary text:	Percentage of schools that have a school health council, committee, or team that communicated the importance of health and safety policies and activities to district administrators, school administrators, parent-teacher groups, or community members during the past year*
Footnote:	*Among schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.
Variable label:	Council communicated importance of health/safety policies
Threshold:	All Schools=37 and By Grade Level=10

Q4_6. During the past year, has any school health council, committee, or team at your school reviewed health-related curricula or instructional materials?

A. Yes
B. No

Numerator:	Respondents who answered A for Q4_6
Denominator:	Respondents who answered A or B for Q4_6
Summary text:	Percentage of schools that have a school health council, committee, or team that reviewed health-related curricula or instructional materials during the past year*
Footnote:	*Among schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.
Variable label:	Council reviewed health-related curricula
Threshold:	All Schools=37 and By Grade Level=10

Q4_7. During the past year, has any school health council, committee, or team at your school provided input on or reviewed the school's Emergency Operations Plan (EOP) or similar plan?

A. Yes
B. No

Numerator:	Respondents who answered A for Q4_7
Denominator:	Respondents who answered A or B for Q4_7
Summary text:	Percentage of schools that have a school health council, committee, or team that provided input on or reviewed the school's Emergency Operations Plan (EOP) or similar plan during the past year*
Footnote:	*Among schools that have one or more than one group that offers guidance on the development of policies or coordinates activities on health topics.
Variable label:	Council provided input on or reviewed the school's EOP or similar plan
Threshold:	All Schools=37 and By Grade Level=10

Q5_1. During the regular school day, does your school use security guards (private or school employees/contractors)?

A. Yes
B. No

Numerator:	Respondents who answered A for Q5_1
Denominator:	Respondents who answered A or B for Q5_1
Summary text:	Percentage of schools that use security guards (private or school employees/contractors) during the school day
Variable label:	Uses security guards
Threshold:	All Schools=55 and By Grade Level=19

Q5_2. During the regular school day, does your school use school resource officers (SROs)?

A. Yes
B. No

Numerator:	Respondents who answered A for Q5_2
Denominator:	Respondents who answered A or B for Q5_2
Summary text:	Percentage of schools that use school resource officers (SROs) during the school day
Variable label:	Uses school resource officers (SROs)
Threshold:	All Schools=55 and By Grade Level=19

Q5_3. During the regular school day, does your school use police officers other than SROs (i.e., county or local law enforcement)?

A. Yes
B. No

Numerator:	Respondents who answered A for Q5_3
Denominator:	Respondents who answered A or B for Q5_3
Summary text:	Percentage of schools that use police officers other than SROs (i.e., county or local law enforcement) during the school day
Variable label:	Uses police officers other than SROs
Threshold:	All Schools=55 and By Grade Level=19

Q6_1. During the past year, has your school included before- or after-school settings as part of the School Improvement Plan?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_1
Denominator:	Respondents who answered A or B for Q6_1
Summary text:	Percentage of schools that included before- or after-school settings as part of the School Improvement Plan
Variable label:	Included before- or after-school settings as part of SIP
Threshold:	All Schools=55 and By Grade Level=19

Q6_2. During the past year, has your school encouraged before- or after-school program staff or leaders to participate in school health council, committee, or team meetings?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_2
Denominator:	Respondents who answered A or B for Q6_2
Summary text:	Percentage of schools that encouraged before- or after-school program staff or leaders to participate in school health council, committee, or team meetings
Variable label:	Encouraged before- or after-school staff to participate in meetings
Threshold:	All Schools=55 and By Grade Level=19

Q6_3. During the past year, has your school partnered with community-based organizations (e.g., Boys & Girls Clubs, YMCA, 4H Clubs) to provide students with before- or after-school programming?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_3
Denominator:	Respondents who answered A or B for Q6_3
Summary text:	Percentage of schools that partnered with community-based organizations (e.g., Boys & Girls Clubs, YMCA, 4H Clubs) to provide students with before- or after-school programming
Variable label:	Partnered with community-based organizations
Threshold:	All Schools=55 and By Grade Level=19

Q9. Does your school have one or more student-led clubs that are specifically focused on creating a safe, welcoming, and accepting school environment for racial and ethnic minority students? These clubs sometimes are called Anti-racism Alliances or racial/ethnic affinity groups.

A. Yes
B. No

Numerator:	Respondents who answered A for Q9
Denominator:	Respondents who answered A or B for Q9
Summary text:	Percentage of schools that have a student-led club specifically focused on creating a safe, welcoming, and accepting school environment for racial and ethnic minority students.
Variable label:	Anti-racism alliance
Threshold:	All Schools=55 and By Grade Level=19

Q10_1. During the past year, has your school designated staff member(s) or office for leading and coordinating diversity, equity, and inclusion activities?

A. Yes
B. No

Numerator:	Respondents who answered A for Q10_1
Denominator:	Respondents who answered A or B for Q10_1
Summary text:	Percentage of schools that designated staff member(s) or office for leading and coordinating diversity, equity, and inclusion activities
Variable label:	Designated staff member(s) or office for leading diversity, equity, and inclusion activities
Threshold:	All Schools=55 and By Grade Level=19

Q10_2. During the past year, has your school provided diversity, equity, and inclusion activities led and coordinated by school staff?

A. Yes
B. No

Numerator:	Respondents who answered A for Q10_2
Denominator:	Respondents who answered A or B for Q10_2
Summary text:	Percentage of schools that provided diversity, equity, and inclusion activities led and coordinated by school staff
Variable label:	Provided diversity, equity, and inclusion activities led and coordinated by school staff
Threshold:	All Schools=55 and By Grade Level=19

Q10_3. During the past year, has your school examined relevant data to identify racial/ethnic disparities in disciplinary practices?

A. Yes
B. No

Numerator:	Respondents who answered A for Q10_3
Denominator:	Respondents who answered A or B for Q10_3
Summary text:	Percentage of schools that examined relevant data to identify racial/ethnic disparities in disciplinary practices
Variable label:	Examined relevant data to identify racial/ethnic disparities in disciplinary practices
Threshold:	All Schools=55 and By Grade Level=19

Q10_4. During the past year, has your school encouraged staff to attend professional development on reducing racial/ethnic disparities (e.g., unconscious or implicit bias training, anti-discrimination training)?

A. Yes
B. No

Numerator:	Respondents who answered A for Q10_4
Denominator:	Respondents who answered A or B for Q10_4
Summary text:	Percentage of schools that encouraged staff to attend professional development on reducing racial/ethnic disparities (e.g., unconscious or implicit bias training, anti-discrimination training)
Variable label:	Encouraged staff to attend professional development on reducing racial/ethnic disparities
Threshold:	All Schools=55 and By Grade Level=19

Q10_5. During the past year, has your school implemented restorative disciplinary practices (e.g., restorative circles, peer mediation)?

A. Yes
B. No

Numerator:	Respondents who answered A for Q10_5
Denominator:	Respondents who answered A or B for Q10_5
Summary text:	Percentage of schools that implemented restorative disciplinary practices (e.g., restorative circles, peer mediation)
Variable label:	Implemented restorative disciplinary practices
Threshold:	All Schools=55 and By Grade Level=19

Q10_6. During the past year, has your school facilitated access to providers who have experience in providing social and psychological services to racial/ethnic minority youth?

A. Yes
B. No

Numerator:	Respondents who answered A for Q10_6
Denominator:	Respondents who answered A or B for Q10_6
Summary text:	Percentage of schools that facilitated access to providers who have experience in providing social and psychological services to racial/ethnic minority youth
Variable label:	Facilitated access to providers who have experience in providing social and psychological services to racial/ethnic minority youth
Threshold:	All Schools=55 and By Grade Level=19

Q11. During the past year, did all staff at your school receive professional development on preventing, identifying, and responding to student bullying and sexual harassment, including electronic aggression?

A. Yes
B. No

Numerator:	Respondents who answered A for Q11
Denominator:	Respondents who answered A or B for Q11
Summary text:	Percentage of schools in which staff received professional development on preventing, identifying, and responding to student bullying and sexual harassment, including electronic aggression
Variable label:	Prof dev bullying/harassment
Threshold:	All Schools=55 and By Grade Level=19

Q12. Does your school have a designated staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression?

A. Yes
B. No

Numerator:	Respondents who answered A for Q12
Denominator:	Respondents who answered A or B for Q12
Summary text:	Percentage of schools that have a designated staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression
Variable label:	Confidential report bullying/harassment
Threshold:	All Schools=55 and By Grade Level=19

Q13_1. Does your school have written protocols for assessing student suicide risk?

A. Yes
B. No

Numerator:	Respondents who answered A for Q13_1
Denominator:	Respondents who answered A or B for Q13_1
Summary text:	Percentage of schools that have written protocol for assessing student suicide risk
Variable label:	Written protocol for assessing student suicide risk
Threshold:	All Schools=55 and By Grade Level=19

Q13_2. Does your school have written protocols for notifying parents when a student is at risk for suicide?

A. Yes
B. No

Numerator:	Respondents who answered A for Q13_2
Denominator:	Respondents who answered A or B for Q13_2
Summary text:	Percentage of schools that have written protocol for notifying parents when a student is at risk for suicide
Variable label:	Written protocol for notifying parents when a student is at risk for suicide
Threshold:	All Schools=55 and By Grade Level=19

Q13_3. Does your school have written protocols for referring students at risk for suicide to mental health services?

A. Yes
B. No

Numerator:	Respondents who answered A for Q13_3
Denominator:	Respondents who answered A or B for Q13_3
Summary text:	Percentage of schools that have written protocol for referring students at risk for suicide to mental health services
Variable label:	Written protocol for referring students at risk for suicide to mental health services
Threshold:	All Schools=55 and By Grade Level=19

Q13_4. Does your school have written protocols for responding to a suicide attempt at school?

A. Yes
B. No

Numerator:	Respondents who answered A for Q13_4
Denominator:	Respondents who answered A or B for Q13_4
Summary text:	Percentage of schools that have written protocol for responding to a suicide attempt at school
Variable label:	Written protocol for responding to a suicide attempt at school
Threshold:	All Schools=55 and By Grade Level=19

Q13_5. Does your school have written protocols for supporting students returning to school after a suicide attempt?

A. Yes
B. No

Numerator:	Respondents who answered A for Q13_5
Denominator:	Respondents who answered A or B for Q13_5
Summary text:	Percentage of schools that have written protocol for supporting students returning to school after a suicide attempt
Variable label:	Written protocol for supporting students returning to school after a suicide attempt
Threshold:	All Schools=55 and By Grade Level=19

Q13_6. Does your school have written protocols for responding to the death of a student or staff member from suicide?

A. Yes
B. No

Numerator:	Respondents who answered A for Q13_6
Denominator:	Respondents who answered A or B for Q13_6
Summary text:	Percentage of schools that have written protocol for responding to the death of a student or staff member from suicide
Variable label:	Written protocol for responding to the death of a student or staff member from suicide
Threshold:	All Schools=55 and By Grade Level=19

Q14_1. Is a required physical education course taught in grade 6 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator:	Respondents who answered A for Q14_1
Denominator:	Respondents who answered A or B for Q14_1. Respondents who answered C for Q14_1 are excluded.
Summary text:	Percentage of schools that taught a required physical education course in sixth grade*
Footnote:	*Among schools with students in that grade.
Variable label:	PE taught in grade 6
Threshold:	All Schools=55 and By Grade Level=19

Q14_2. Is a required physical education course taught in grade 7 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator:	Respondents who answered A for Q14_2
Denominator:	Respondents who answered A or B for Q14_2. Respondents who answered C for Q14_2 are excluded.
Summary text:	Percentage of schools that taught a required physical education course in seventh grade*
Footnote:	*Among schools with students in that grade.
Variable label:	PE taught in grade 7
Threshold:	All Schools=55 and By Grade Level=19

Q14_3. Is a required physical education course taught in grade 8 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator:	Respondents who answered A for Q14_3
Denominator:	Respondents who answered A or B for Q14_3. Respondents who answered C for Q14_3 are excluded.
Summary text:	Percentage of schools that taught a required physical education course in eighth grade*
Footnote:	*Among schools with students in that grade.
Variable label:	PE taught in grade 8
Threshold:	All Schools=55 and By Grade Level=19

Q14_4. Is a required physical education course taught in grade 9 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator:	Respondents who answered A for Q14_4
Denominator:	Respondents who answered A or B for Q14_4. Respondents who answered C for Q14_4 are excluded.
Summary text:	Percentage of schools that taught a required physical education course in ninth grade*
Footnote:	*Among schools with students in that grade.
Variable label:	PE taught in grade 9
Threshold:	All Schools=55 and By Grade Level=19

Q14_5. Is a required physical education course taught in grade 10 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator:	Respondents who answered A for Q14_5
Denominator:	Respondents who answered A or B for Q14_5. Respondents who answered C for Q14_5 are excluded.
Summary text:	Percentage of schools that taught a required physical education course in tenth grade*
Footnote:	*Among schools with students in that grade.
Variable label:	PE taught in grade 10
Threshold:	All Schools=55 and By Grade Level=19

Q14_6. Is a required physical education course taught in grade 11 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator:	Respondents who answered A for Q14_6
Denominator:	Respondents who answered A or B for Q14_6. Respondents who answered C for Q14_6 are excluded.
Summary text:	Percentage of schools that taught a required physical education course in eleventh grade*
Footnote:	*Among schools with students in that grade.
Variable label:	PE taught in grade 11
Threshold:	All Schools=55 and By Grade Level=19

Q14_7. Is a required physical education course taught in grade 12 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator: Respondents who answered A for Q14_7
Denominator: Respondents who answered A or B or Q14_7. Respondents who answered C for Q14_7 are excluded.
Summary text: Percentage of schools that taught a required physical education course in twelfth grade*
Footnote: *Among schools with students in that grade.
Variable label: PE taught in grade 12
Threshold: All Schools=55 and By Grade Level=19

Q15_1. During the past year, did physical education teachers or specialists attend professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) related to physical education or other strategies for integrating more physical activity into the school day?

A. Yes
B. No

Numerator: Respondents who answered A for Q15_1
Denominator: Respondents who answered A or B for Q15_1
Summary text: Percentage of schools in which physical education teachers or specialists attended professional development related to physical education or other strategies for integrating more physical activity into the school day during the past year
Variable Label: PE teachers or specialists attended professional development on PE
Threshold: All Schools=55 and By Grade Level=19

Q15_2. During the past year, did classroom teachers attend professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) related to physical education or other strategies for integrating more physical activity into the school day?

A. Yes
B. No

Numerator: Respondents who answered A for Q15_2
Denominator: Respondents who answered A or B for Q15_2
Summary text: Percentage of schools in which classroom teachers attended professional development related to physical education or other strategies for integrating more physical activity into the school day during the past year
Variable Label: Classroom teachers attended professional development on PE
Threshold: All Schools=55 and By Grade Level=19

Q15_3. During the past year, did other school staff attend professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) related to physical education or other strategies for integrating more physical activity into the school day?

A. Yes
B. No

Numerator:	Respondents who answered A for Q15_3
Denominator:	Respondents who answered A or B for Q15_3
Summary text:	Percentage of schools in which other school staff attended professional development related to physical education or other strategies for integrating more physical activity into the school day during the past year
Variable Label:	Other school staff attended professional development on PE
Threshold:	All Schools=55 and By Grade Level=19

Q16_1. Does your school provide physical education teachers with a written physical education curriculum that aligns with national standards for physical education?

A. Yes
B. No

Numerator:	Respondents who answered A for Q16_1
Denominator:	Respondents who answered A or B for Q16_1
Summary text:	Percentage of schools that provide physical education teachers with a written physical education curriculum that aligns with national standards for physical education
Variable Label:	Provide PE teachers with written PE curriculum
Threshold:	All Schools=55 and By Grade Level=19

Q16_2. Does your school require physical education teachers to follow a written physical education curriculum?

A. Yes
B. No

Numerator:	Respondents who answered A for Q16_2
Denominator:	Respondents who answered A or B for Q16_2
Summary text:	Percentage of schools that require physical education teachers to follow a written physical education curriculum
Variable Label:	Require PE teachers to follow written PE curriculum
Threshold:	All Schools=55 and By Grade Level=19

Q16_3. Does your school allow the use of waivers, exemptions, or substitutions for physical education requirements for one grading period or longer?

A. Yes
B. No

Numerator: Respondents who answered A for Q16_3
Denominator: Respondents who answered A or B for Q16_3
Summary text: Percentage of schools that allow the use of waivers, exemptions, or substitutions for physical education requirements for one grading period or longer
Variable Label: Allow waivers/exemptions/substitutions for PE requirements
Threshold: All Schools=55 and By Grade Level=19

Q16_4. Does your school allow teachers to exclude students from physical education to punish them for inappropriate behavior or failure to complete class work in another class?

A. Yes
B. No

Numerator: Respondents who answered A for Q16_4
Denominator: Respondents who answered A or B for Q16_4
Summary text: Percentage of schools that allow teachers to exclude students from physical education to punish them for inappropriate behavior or failure to complete class work in another class
Variable Label: Allow teachers to exclude students from PE as punishment
Threshold: All Schools=55 and By Grade Level=19

Q16_5. Does your school require physical education teachers to be certified, licensed, or endorsed by the state in physical education?

A. Yes
B. No

Numerator: Respondents who answered A for Q16_5
Denominator: Respondents who answered A or B for Q16_5
Summary text: Percentage of schools that require physical education teachers to be certified, licensed, or endorsed by the state in physical education
Variable Label: Require PE teachers to be certified/licensed/endorsed
Threshold: All Schools=55 and By Grade Level=19

Q16_6. Does your school limit physical education class sizes so that they are the same size as other subject areas?

A. Yes
B. No

Numerator: Respondents who answered A for Q16_6
Denominator: Respondents who answered A or B for Q16_6
Summary text: Percentage of schools that limit physical education class sizes so that they are the same size as other subject areas
Variable Label: Limit PE class sizes
Threshold: All Schools=55 and By Grade Level=19

Q16_7. Does your school have a dedicated budget for physical education materials and equipment?

A. Yes
B. No

Numerator: Respondents who answered A for Q16_7
Denominator: Respondents who answered A or B for Q16_7
Summary text: Percentage of schools that have a dedicated budget for physical education materials and equipment
Variable Label: Dedicated budget for PE materials
Threshold: All Schools=55 and By Grade Level=19

Q16_8. Does your school provide adapted physical education (i.e., special courses separate from regular PE courses) for students with disabilities as appropriate?

A. Yes
B. No

Numerator: Respondents who answered A for Q16_8
Denominator: Respondents who answered A or B for Q16_8
Summary text: Percentage of schools that provide adapted physical education (i.e., special courses separate from regular PE courses) for students with disabilities as appropriate
Variable Label: Provide adapted PE
Threshold: All Schools=55 and By Grade Level=19

Q16_9. Does your school include students with disabilities in regular physical education courses as appropriate?

A. Yes
B. No

Numerator: Respondents who answered A for Q16_9
Denominator: Respondents who answered A or B for Q16_9
Summary text: Percentage of schools that include students with disabilities in regular physical education courses as appropriate
Variable Label: Include students with disabilities in regular PE
Threshold: All Schools=55 and By Grade Level=19

Q17. Outside of physical education, do students participate in physical activity in classrooms during the school day?

A. Yes
B. No

Numerator: Respondents who answered A for Q17
Denominator: Respondents who answered A or B for Q17
Summary text: Percentage of schools in which students participate in physical activity in classrooms during the school day outside of physical education
Variable label: Physical activity in class
Threshold: All Schools=55 and By Grade Level=19

Q18. Not including physical education and classroom physical activity, does your school offer opportunities for all students to be physically active during the school day, such as recess, lunchtime intramural activities, or physical activity clubs?

A. Yes
B. No

Numerator:	Respondents who answered A for Q18
Denominator:	Respondents who answered A or B for Q18
Summary text:	Percentage of schools that offer opportunities for all students to be physically active during the school day, such as recess, lunchtime intramural activities, or physical activity clubs
Variable label:	Offer all opportunities to be active
Threshold:	All Schools=55 and By Grade Level=19

Q19. Does your school offer interscholastic sports to students?

A. Yes
B. No

Numerator:	Respondents who answered A for Q19
Denominator:	Respondents who answered A or B for Q19
Summary text:	Percentage of schools that offer interscholastic sports to students
Variable label:	Offer interscholastic sports
Threshold:	All Schools=55 and By Grade Level=19

Q20_1. Does your school offer opportunities for students to participate in physical activity before the school day through organized physical activities or access to facilities or equipment for physical activity?

A. Yes
B. No

Numerator:	Respondents who answered A for Q20_1
Denominator:	Respondents who answered A or B for Q20_1
Summary text:	Percentage of schools that offer opportunities for students to participate in physical activity before the school day through organized physical activities or access to facilities or equipment for physical activity
Variable label:	Physical activity before school
Threshold:	All Schools=55 and By Grade Level=19

Q20_2. Does your school offer opportunities for students to participate in physical activity after the school day through organized physical activities or access to facilities or equipment for physical activity?

A. Yes
B. No

Numerator:	Respondents who answered A for Q20_2
Denominator:	Respondents who answered A or B for Q20_2
Summary text:	Percentage of schools that offer opportunities for students to participate in physical activity after the school day through organized physical activities or access to facilities or equipment for physical activity
Variable label:	Physical activity after school
Threshold:	All Schools=55 and By Grade Level=19

Q21_1. A joint use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities. Does your school, either directly or through the school district, have a joint use agreement for shared use of physical activity or sports facilities?

A. Yes
B. No

Numerator:	Respondents who answered A for Q21_1
Denominator:	Respondents who answered A or B for Q21_1
Summary text:	Percentage of schools that have a joint use agreement for shared use of physical activity or sports facilities
Variable label:	Joint use agreement of physical activity or sports facilities
Threshold:	All Schools=55 and By Grade Level=19

Q21_2. A joint use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities. Does your school, either directly or through the school district, have a joint use agreement for shared use of kitchen facilities and equipment?

A. Yes
B. No

Numerator:	Respondents who answered A for Q21_2
Denominator:	Respondents who answered A or B for Q21_2
Summary text:	Percentage of schools that have a joint use agreement for shared use of kitchen facilities and equipment
Variable label:	Joint use agreement of kitchen facilities and equipment
Threshold:	All Schools=55 and By Grade Level=19

Q21_3. A joint use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities. Does your school, either directly or through the school district, have a joint use agreement for shared use of gardens (e.g., herb or vegetable plots)?

A. Yes
B. No

Numerator:	Respondents who answered A for Q21_3
Denominator:	Respondents who answered A or B for Q21_3
Summary text:	Percentage of schools that have a joint use agreement for shared use of gardens (e.g., herb or vegetable plots)
Variable label:	Joint use agreement of gardens
Threshold:	All Schools=55 and By Grade Level=19

Q22. Does your school have a written plan for providing opportunities for students to be physically active before, during, and after school? This also may be referred to as a Comprehensive School Physical Activity Program plan.

A. Yes
B. No

Numerator:	Respondents who answered A for Q22
Denominator:	Respondents who answered A or B for Q22
Summary text:	Percentage of schools that have a written plan for providing opportunities for students to be physically active before, during, and after school
Variable label:	CSPAP plan
Threshold:	All Schools=55 and By Grade Level=19

Q23. During the past year, has your school assessed opportunities available to students to be physically active before, during, or after school?

A. Yes
B. No

Numerator:	Respondents who answered A for Q23
Denominator:	Respondents who answered A or B for Q23
Summary text:	Percentage of schools that have assessed opportunities available to students to be physically active before, during, or after school
Variable label:	Assess opportunities for students to be active
Threshold:	All Schools=55 and By Grade Level=19

Q24. Has your school adopted a policy prohibiting tobacco use?

A. Yes
B. No → Skip to Question 28

Numerator:	Respondents who answered A for Q24
Denominator:	Respondents who answered A or B for Q24
Summary text:	Percentage of schools that have adopted a policy prohibiting tobacco use
Variable label:	Policy prohibiting tobacco use
Threshold:	All Schools=55 and By Grade Level=19

Q25_1_1. Does the tobacco-use prevention policy specifically prohibit use of cigarettes for students during any school-related activity?

A. Yes
B. No

Numerator: Respondents who answered A for Q25_1_1
Denominator: Respondents who answered A for Q25_1_1, or B for Q25_1_1, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of cigarettes for students during any school-related activity
Variable label: Prohibit use of cigarettes for students
Threshold: All Schools=37 and By Grade Level=10

Q25_1_2. Does the tobacco-use prevention policy specifically prohibit use of cigarettes for faculty/staff during any school-related activity?

A. Yes
B. No

Numerator: Respondents who answered A for Q25_1_2
Denominator: Respondents who answered A for Q25_1_2, or B for Q25_1_2, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of cigarettes for faculty/staff during any school-related activity
Variable label: Prohibit use of cigarettes for faculty/staff
Threshold: All Schools=37 and By Grade Level=10

Q25_1_3. Does the tobacco-use prevention policy specifically prohibit use of cigarettes for visitors during any school-related activity?

A. Yes
B. No

Numerator: Respondents who answered A for Q25_1_3
Denominator: Respondents who answered A for Q25_1_3, or B for Q25_1_3, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of cigarettes for visitors during any school-related activity
Variable label: Prohibit use of cigarettes for visitors
Threshold: All Schools=37 and By Grade Level=10

Q25_2_1.	Does the tobacco-use prevention policy specifically prohibit use of smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus, dissolvable tobacco) for students during any school-related activity? A. Yes B. No
Numerator:	Respondents who answered A for Q25_2_1
Denominator:	Respondents who answered A for Q25_2_1, or B for Q25_2_1, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus, dissolvable tobacco) for students during any school-related activity
Variable label:	Prohibit use of smokeless tobacco for students
Threshold:	All Schools=37 and By Grade Level=10
Q25_2_2.	Does the tobacco-use prevention policy specifically prohibit use of smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus, dissolvable tobacco) for faculty/staff during any school-related activity? A. Yes B. No
Numerator:	Respondents who answered A for Q25_2_2
Denominator:	Respondents who answered A for Q25_2_2, or B for Q25_2_2, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus, dissolvable tobacco) for faculty/staff during any school-related activity
Variable label:	Prohibit use of smokeless tobacco for faculty/staff
Threshold:	All Schools=37 and By Grade Level=10
Q25_2_3.	Does the tobacco-use prevention policy specifically prohibit use of smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus, dissolvable tobacco) for visitors during any school-related activity? A. Yes B. No
Numerator:	Respondents who answered A for Q25_2_3
Denominator:	Respondents who answered A for Q25_2_3, or B for Q25_2_3, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus, dissolvable tobacco) for visitors during any school-related activity
Variable label:	Prohibit use of smokeless tobacco for visitors
Threshold:	All Schools=37 and By Grade Level=10

Q25_3_1. Does the tobacco-use prevention policy specifically prohibit use of cigars for students during any school-related activity?

A. Yes
B. No

Numerator: Respondents who answered A for Q25_3_1
Denominator: Respondents who answered A for Q25_3_1, or B for Q25_3_1, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of cigars for students during any school-related activity
Variable label: Prohibit use of cigars for students
Threshold: All Schools=37 and By Grade Level=10

Q25_3_2. Does the tobacco-use prevention policy specifically prohibit use of cigars for faculty/staff during any school-related activity?

A. Yes
B. No

Numerator: Respondents who answered A for Q25_3_2
Denominator: Respondents who answered A for Q25_3_2, or B for Q25_3_2, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of cigars for faculty/staff during any school-related activity
Variable label: Prohibit use of cigars for faculty/staff
Threshold: All Schools=37 and By Grade Level=10

Q25_3_3. Does the tobacco-use prevention policy specifically prohibit use of cigars for visitors during any school-related activity?

A. Yes
B. No

Numerator: Respondents who answered A for Q25_3_3
Denominator: Respondents who answered A for Q25_3_3, or B for Q25_3_3, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of cigars for visitors during any school-related activity
Variable label: Prohibit use of cigars for visitors
Threshold: All Schools=37 and By Grade Level=10

Q25_4_1. Does the tobacco-use prevention policy specifically prohibit use of pipes for students during any school-related activity?

A. Yes
B. No

Numerator: Respondents who answered A for Q25_4_1
Denominator: Respondents who answered A for Q25_4_1, or B for Q25_4_1, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of pipes for students during any school-related activity
Variable label: Prohibit use of pipes for students
Threshold: All Schools=37 and By Grade Level=10

Q25_4_2. Does the tobacco-use prevention policy specifically prohibit use of pipes for faculty/staff during any school-related activity?

A. Yes
B. No

Numerator: Respondents who answered A for Q25_4_2
Denominator: Respondents who answered A for Q25_4_2, or B for Q25_4_2, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of pipes for faculty/staff during any school-related activity
Variable label: Prohibit use of pipes for faculty/staff
Threshold: All Schools=37 and By Grade Level=10

Q25_4_3. Does the tobacco-use prevention policy specifically prohibit use of pipes for visitors during any school-related activity?

A. Yes
B. No

Numerator: Respondents who answered A for Q25_4_3
Denominator: Respondents who answered A for Q25_4_3, or B for Q25_4_3, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of pipes for visitors during any school-related activity
Variable label: Prohibit use of pipes for visitors
Threshold: All Schools=37 and By Grade Level=10

Q25_5_1. Does the tobacco-use prevention policy specifically prohibit use of electronic vapor products (e.g., e-cigarettes, vapes, vape pens, e-hookahs, mods, or brands such as JUUL or Vuse) for students during any school-related activity?

A. Yes
B. No

Numerator: Respondents who answered A for Q25_5_1
Denominator: Respondents who answered A for Q25_5_1, or B for Q25_5_1, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of electronic vapor products (e.g., e-cigarettes, vapes, vape pens, e-hookahs, mods, or brands such as JUUL or Vuse) for students during any school-related activity
Variable label: Prohibit use of electronic vapor products for students
Threshold: All Schools=37 and By Grade Level=10

Q25_5_2. Does the tobacco-use prevention policy specifically prohibit use of electronic vapor products (e.g., e-cigarettes, vapes, vape pens, e-hookahs, mods, or brands such as JUUL or Vuse) for faculty/staff during any school-related activity?

A. Yes
B. No

Numerator:	Respondents who answered A for Q25_5_2
Denominator:	Respondents who answered A for Q25_5_2, or B for Q25_5_2, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of electronic vapor products (e.g., e-cigarettes, vapes, vape pens, e-hookahs, mods, or brands such as JUUL or Vuse) for faculty/staff during any school-related activity
Variable label:	Prohibit use of electronic vapor products for faculty/staff
Threshold:	All Schools=37 and By Grade Level=10

Q25_5_3. Does the tobacco-use prevention policy specifically prohibit use of electronic vapor products (e.g., e-cigarettes, vapes, vape pens, e-hookahs, mods, or brands such as JUUL or Vuse) for visitors during any school-related activity?

A. Yes
B. No

Numerator:	Respondents who answered A for Q25_5_3
Denominator:	Respondents who answered A for Q25_5_3, or B for Q25_5_3, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits the use of electronic vapor products (e.g., e-cigarettes, vapes, vape pens, e-hookahs, mods, or brands such as JUUL or Vuse) for visitors during any school-related activity
Variable label:	Prohibit use of electronic vapor products for visitors
Threshold:	All Schools=37 and By Grade Level=10

Q26_1_1. Does the tobacco-use prevention policy specifically prohibit tobacco use during school hours for students?

A. Yes
B. No

Numerator:	Respondents who answered A for Q26_1_1
Denominator:	Respondents who answered A for Q26_1_1, or B for Q26_1_1, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during school hours for students
Variable label:	Prohibit tobacco use during school hours for students
Threshold:	All Schools=37 and By Grade Level=10

Q26_1_2. Does the tobacco-use prevention policy specifically prohibit tobacco use during school hours for faculty/staff?

A. Yes
B. No

Numerator: Respondents who answered A for Q26_1_2
Denominator: Respondents who answered A for Q26_1_2, or B for Q26_1_2, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during school hours for faculty/staff
Variable label: Prohibit tobacco use during school hours for faculty/staff
Threshold: All Schools=37 and By Grade Level=10

Q26_1_3. Does the tobacco-use prevention policy specifically prohibit tobacco use during school hours for visitors?

A. Yes
B. No

Numerator: Respondents who answered A for Q26_1_3
Denominator: Respondents who answered A for Q26_1_3, or B for Q26_1_3, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during school hours for visitors
Variable label: Prohibit tobacco use during school hours for visitors
Threshold: All Schools=37 and By Grade Level=10

Q26_2_1. Does the tobacco-use prevention policy specifically prohibit tobacco use during non-school hours for students?

A. Yes
B. No

Numerator: Respondents who answered A for Q26_2_1
Denominator: Respondents who answered A for Q26_2_1, or B for Q26_2_1, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during non-school hours for students
Variable label: Prohibit tobacco use during non-school hours for students
Threshold: All Schools=37 and By Grade Level=10

Q26_2_2. Does the tobacco-use prevention policy specifically prohibit tobacco use during non-school hours for faculty/staff?

A. Yes
B. No

Numerator: Respondents who answered A for Q26_2_2
Denominator: Respondents who answered A for Q26_2_2, or B for Q26_2_2, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during non-school hours for faculty/staff
Variable label: Prohibit tobacco use during non-school hours for faculty/staff
Threshold: All Schools=37 and By Grade Level=10

Q26_2_3. Does the tobacco-use prevention policy specifically prohibit tobacco use during non-school hours for visitors?

A. Yes
B. No

Numerator: Respondents who answered A for Q26_2_3
Denominator: Respondents who answered A for Q26_2_3, or B for Q26_2_3, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use during non-school hours for visitors
Variable label: Prohibit tobacco use during non-school hours for visitors
Threshold: All Schools=37 and By Grade Level=10

Q27_1_1. Does the tobacco-use prevention policy specifically prohibit tobacco use in school buildings for students?

A. Yes
B. No

Numerator: Respondents who answered A for Q27_1_1
Denominator: Respondents who answered A for Q27_1_1, or B for Q27_1_1, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use in school buildings for students
Variable Label: Prohibit tobacco use in school buildings for students
Threshold: All Schools=37 and By Grade Level=10

Q27_1_2. Does the tobacco-use prevention policy specifically prohibit tobacco use in school buildings for faculty/staff?

A. Yes
B. No

Numerator: Respondents who answered A for Q27_1_2
Denominator: Respondents who answered A for Q27_1_2, or B for Q27_1_2, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use in school buildings for faculty/staff
Variable Label: Prohibit tobacco use in school buildings for faculty/staff
Threshold: All Schools=37 and By Grade Level=10

Q27_1_3. Does the tobacco-use prevention policy specifically prohibit tobacco use in school buildings for visitors?

A. Yes
B. No

Numerator: Respondents who answered A for Q27_1_3
Denominator: Respondents who answered A for Q27_1_3, or B for Q27_1_3, or B for Q24
Summary text: Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use in school buildings for visitors
Variable Label: Prohibit tobacco use in school buildings for visitors
Threshold: All Schools=37 and By Grade Level=10

Q27_2_1. Does the tobacco-use prevention policy specifically prohibit tobacco use outside on school grounds, including parking lots and playing fields, for students?

A. Yes
B. No

Numerator:	Respondents who answered A for Q27_2_1
Denominator:	Respondents who answered A for Q27_2_1, or B for Q27_2_1, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use outside on school grounds, including parking lots and playing fields, for students
Variable Label:	Prohibit tobacco use outside on school grounds for students
Threshold:	All Schools=37 and By Grade Level=10

Q27_2_2. Does the tobacco-use prevention policy specifically prohibit tobacco use outside on school grounds, including parking lots and playing fields, for faculty/staff?

A. Yes
B. No

Numerator:	Respondents who answered A for Q27_2_2
Denominator:	Respondents who answered A for Q27_2_2, or B for Q27_2_2, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use outside on school grounds, including parking lots and playing fields, for faculty/staff
Variable Label:	Prohibit tobacco use outside on school grounds for faculty/staff
Threshold:	All Schools=37 and By Grade Level=10

Q27_2_3. Does the tobacco-use prevention policy specifically prohibit tobacco use outside on school grounds, including parking lots and playing fields, for visitors?

A. Yes
B. No

Numerator:	Respondents who answered A for Q27_2_3
Denominator:	Respondents who answered A for Q27_2_3, or B for Q27_2_3, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use outside on school grounds, including parking lots and playing fields, for visitors
Variable Label:	Prohibit tobacco use outside on school grounds for visitors
Threshold:	All Schools=37 and By Grade Level=10

Q27_3_1. Does the tobacco-use prevention policy specifically prohibit tobacco use on school buses or other vehicles used to transport students for students?

A. Yes
B. No

Numerator:	Respondents who answered A for Q27_3_1
Denominator:	Respondents who answered A for Q27_3_1, or B for Q27_3_1, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use on school buses or other vehicles used to transport students for students
Variable Label:	Prohibit tobacco use on school buses for students
Threshold:	All Schools=37 and By Grade Level=10

Q27_3_2. Does the tobacco-use prevention policy specifically prohibit tobacco use on school buses or other vehicles used to transport students for faculty/staff?

A. Yes
B. No

Numerator:	Respondents who answered A for Q27_3_2
Denominator:	Respondents who answered A for Q27_3_2, or B for Q27_3_2, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use on school buses or other vehicles used to transport students for faculty/staff
Variable Label:	Prohibit tobacco use on school buses for faculty/staff
Threshold:	All Schools=37 and By Grade Level=10

Q27_3_3. Does the tobacco-use prevention policy specifically prohibit tobacco use on school buses or other vehicles used to transport students for visitors?

A. Yes
B. No

Numerator:	Respondents who answered A for Q27_3_3
Denominator:	Respondents who answered A for Q27_3_3, or B for Q27_3_3, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use on school buses or other vehicles used to transport students for visitors
Variable Label:	Prohibit tobacco use on school buses for visitors
Threshold:	All Schools=37 and By Grade Level=10

Q27_4_1. Does the tobacco-use prevention policy specifically prohibit tobacco use at off-campus, school-sponsored events for students?

A. Yes
B. No

Numerator:	Respondents who answered A for Q27_4_1
Denominator:	Respondents who answered A for Q27_4_1, or B for Q27_4_1, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use at off-campus, school-sponsored events for students
Variable Label:	Prohibit tobacco use at off-campus, school-sponsored events for students
Threshold:	All Schools=37 and By Grade Level=10

Q27_4_2. Does the tobacco-use prevention policy specifically prohibit tobacco use at off-campus, school-sponsored events for faculty/staff?

A. Yes
B. No

Numerator:	Respondents who answered A for Q27_4_2
Denominator:	Respondents who answered A for Q27_4_2, or B for Q27_4_2, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use at off-campus, school-sponsored events for faculty/staff
Variable Label:	Prohibit tobacco use at off-campus, school-sponsored events for faculty/staff
Threshold:	All Schools=37 and By Grade Level=10

Q27_4_3. Does the tobacco-use prevention policy specifically prohibit tobacco use at off-campus, school-sponsored events for visitors?

A. Yes
B. No

Numerator:	Respondents who answered A for Q27_4_3
Denominator:	Respondents who answered A for Q27_4_3, or B for Q27_4_3, or B for Q24
Summary text:	Percentage of schools that have a tobacco-use prevention policy that specifically prohibits tobacco use at off-campus, school-sponsored events for visitors
Variable Label:	Prohibit tobacco use at off-campus, school-sponsored events for visitors
Threshold:	All Schools=37 and By Grade Level=10

Q28_1. When students are caught using electronic vapor products, how often does your school issue a warning to the student?

A. Never
B. Rarely
C. Sometimes
D. Always or almost always

Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_1
Denominator:	Respondents who answered A, B, C, or D for Q28_1
Summary text:	Percentage of schools that FREQUENCY issue a warning to the student when students are caught using electronic vapor products. *For example,* (Never). Percentage of schools that never issue a warning to the student when students are caught using electronic vapor products.
Variable label:	Issue warning to student for EVP use
Threshold:	All Schools=55 and By Grade Level=19

Q28_2. When students are caught using electronic vapor products, how often does your school confiscate the product?

A. Never
B. Rarely
C. Sometimes
D. Always or almost always

Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_2
Denominator:	Respondents who answered A, B, C, or D for Q28_2
Summary text:	Percentage of schools that FREQUENCY confiscate the product when students are caught using electronic vapor products. *For example,* (Never). Percentage of schools that never confiscate the product when students are caught using electronic vapor products.
Variable label:	Confiscate product for EVP use
Threshold:	All Schools=55 and By Grade Level=19

Q28_3. When students are caught using electronic vapor products, how often does your school notify parents or guardians?

A. Never
B. Rarely
C. Sometimes
D. Always or almost always

Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_3
Denominator:	Respondents who answered A, B, C, or D for Q28_3
Summary text:	Percentage of schools that FREQUENCY notify parents or guardians when students are caught using electronic vapor products. *For example,* (Never). Percentage of schools that never notify parents or guardians when students are caught using electronic vapor products.
Variable label:	Notify parents or guardians for EVP use
Threshold:	All Schools=55 and By Grade Level=19

Q28_4. When students are caught using electronic vapor products, how often does your school develop a behavior contract with the student?

A. Never
B. Rarely
C. Sometimes
D. Always or almost always

Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_4
Denominator:	Respondents who answered A, B, C, or D for Q28_4
Summary text:	Percentage of schools that FREQUENCY develop a behavior contract with the student when students are caught using electronic vapor products. *For example,* (Never). Percentage of schools that never develop a behavior contract with the student when students are caught using electronic vapor products.
Variable label:	Develop a behavior contract with the student for EVP use
Threshold:	All Schools=55 and By Grade Level=19

Q28_5. When students are caught using electronic vapor products, how often does your school refer to a school counselor?

A. Never
B. Rarely
C. Sometimes
D. Always or almost always

Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_5
Denominator:	Respondents who answered A, B, C, or D for Q28_5
Summary text:	Percentage of schools that FREQUENCY refer to a school counselor when students are caught using electronic vapor products. *For example,* (Never). Percentage of schools that never refer to a school counselor when students are caught using electronic vapor products.
Variable label:	Refer to a school counselor for EVP use
Threshold:	All Schools=55 and By Grade Level=19

Q28_6. When students are caught using electronic vapor products, how often does your school refer to a school administrator?

A. Never
B. Rarely
C. Sometimes
D. Always or almost always

Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_6
Denominator:	Respondents who answered A, B, C, or D for Q28_6
Summary text:	Percentage of schools that FREQUENCY refer to a school administrator when students are caught using electronic vapor products. *For example,* (Never). Percentage of schools that never refer to a school administrator when students are caught using electronic vapor products.
Variable label:	Refer to a school administrator for EVP use
Threshold:	All Schools=55 and By Grade Level=19

Q28_7. When students are caught using electronic vapor products, how often does your school refer to an assistance, education, or cessation program?

A. Never
B. Rarely
C. Sometimes
D. Always or almost always

Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_7
Denominator:	Respondents who answered A, B, C, or D for Q28_7
Summary text:	Percentage of schools that FREQUENCY refer to an assistance, education, or cessation program when students are caught using electronic vapor products. *For example,* (Never). Percentage of schools that never refer to an assistance, education, or cessation program when students are caught using electronic vapor products.
Variable label:	Refer to an assistance, education, or cessation program for EVP use
Threshold:	All Schools=55 and By Grade Level=19

Q28_8. When students are caught using electronic vapor products, how often does your school refer to legal authorities (e.g., school resource officer)?

A. Never
B. Rarely
C. Sometimes
D. Always or almost always

Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_8
Denominator:	Respondents who answered A, B, C, or D for Q28_8
Summary text:	Percentage of schools that FREQUENCY refer to legal authorities (e.g., school resource officer) when students are caught using electronic vapor products. *For example,* (Never). Percentage of schools that never refer to legal authorities (e.g., school resource officer) when students are caught using electronic vapor products.
Variable label:	Refer to legal authorities for EVP use
Threshold:	All Schools=55 and By Grade Level=19

Q28_9. When students are caught using electronic vapor products, how often does your school issue an in-school suspension (half day or full day)?

A. Never
B. Rarely
C. Sometimes
D. Always or almost always

Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_9
Denominator:	Respondents who answered A, B, C, or D for Q28_9
Summary text:	Percentage of schools that FREQUENCY issue an in-school suspension (half day or full day) when students are caught using electronic vapor products. *For example,* (Never). Percentage of schools that never issue an in-school suspension (half day or full day) when students are caught using electronic vapor products.
Variable label:	Issue an in-school suspension for EVP use
Threshold:	All Schools=55 and By Grade Level=19

Q28_10. When students are caught using electronic vapor products, how often does your school issue an after-school or weekend detention?

A. Never
B. Rarely
C. Sometimes
D. Always or almost always

Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_10
Denominator:	Respondents who answered A, B, C, or D for Q28_10
Summary text:	Percentage of schools that FREQUENCY issue an after-school or weekend detention when students are caught using electronic vapor products. *For example,* (Never). Percentage of schools that never issue an after-school or weekend detention when students are caught using electronic vapor products.
Variable label:	Issue an after-school or weekend detention for EVP use
Threshold:	All Schools=55 and By Grade Level=19

Q28_11. When students are caught using electronic vapor products, how often does your school issue an out-of-school suspension?

A. Never
B. Rarely
C. Sometimes
D. Always or almost always

Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_11
Denominator:	Respondents who answered A, B, C, or D for Q28_11
Summary text:	Percentage of schools that FREQUENCY issue an out-of-school suspension when students are caught using electronic vapor products. *For example,* (Never). Percentage of schools that never issue an out-of-school suspension when students are caught using electronic vapor products.
Variable label:	Issue an out-of-school suspension for EVP use
Threshold:	All Schools=55 and By Grade Level=19

Q28_12. When students are caught using electronic vapor products, how often does your school expel from school?

A. Never
B. Rarely
C. Sometimes
D. Always or almost always

Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q28_12
Denominator:	Respondents who answered A, B, C, or D for Q28_12
Summary text:	Percentage of schools that FREQUENCY expel from school when students are caught using electronic vapor products. *For example,* (Never). Percentage of schools that never expel from school when students are caught using electronic vapor products.
Variable label:	Expel from school for EVP use
Threshold:	All Schools=55 and By Grade Level=19

Q29. When foods or beverages are offered at school celebrations, how often are fruits or non-fried vegetables offered?

A. Foods or beverages are not offered at school celebrations
B. Never
C. Rarely
D. Sometimes
E. Always or almost always

Numerator:	Depends on the response of interest (ROI). If ROI is A, then the numerator includes respondents who answered A for Q29
Denominator:	Respondents who answered A, B, C, D, or E for Q29
Summary text:	Percentage of schools that FREQUENCY offer fruits or non-fried vegetables at school celebrations when foods or beverages are offered. *For example,* (Never). Percentage of schools that never offer fruits or non-fried vegetables at school celebrations when foods or beverages are offered.
Variable label:	Fruits/veg offered during celebrations
Threshold:	All Schools=55 and By Grade Level=19

Q30. Can students purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar?

A. Yes
B. No → Skip to Question 32

Numerator:	Respondents who answered A for Q30
Denominator:	Respondents who answered A or B for Q30
Summary text:	Percentage of schools in which students can purchase snack foods or beverages from one or more vending machines at the school or at a school store, canteen, or snack bar
Variable label:	Purchase from vending machines
Threshold:	All Schools=55 and By Grade Level=19

Q31_1. Can students purchase chocolate candy from vending machines or at the school store, canteen, or snack bar?

A. Yes
B. No

Numerator:	Respondents who answered A for Q31_1
Denominator:	Respondents who answered A for Q31_1, or B for Q31_1, or B for Q30
Summary text:	Percentage of schools in which students can purchase chocolate candy from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase chocolate candy at school
Threshold:	All Schools=37 and By Grade Level=10

Q31_2.	Can students purchase other kinds of candy from vending machines or at the school store, canteen, or snack bar? A. Yes B. No
Numerator:	Respondents who answered A for Q31_2
Denominator:	Respondents who answered A for Q31_2, or B for Q31_2, or B for Q30
Summary text:	Percentage of schools in which students can purchase other kinds of candy from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase other kinds of candy at school
Threshold:	All Schools=37 and By Grade Level=10
Q31_3.	Can students purchase salty snacks that are not low in fat (e.g., regular potato chips) from vending machines or at the school store, canteen, or snack bar? A. Yes B. No
Numerator:	Respondents who answered A for Q31_3
Denominator:	Respondents who answered A for Q31_3, or B for Q31_3, or B for Q30
Summary text:	Percentage of schools in which students can purchase salty snacks that are not low in fat (e.g., regular potato chips) from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase salty, not low in fat snacks at school
Threshold:	All Schools=37 and By Grade Level=10
Q31_4.	Can students purchase low sodium or "no added salt" pretzels, crackers, or chips from vending machines or at the school store, canteen, or snack bar? A. Yes B. No
Numerator:	Respondents who answered A for Q31_4
Denominator:	Respondents who answered A for Q31_4, or B for Q31_4, or B for Q30
Summary text:	Percentage of schools in which students can purchase low sodium or "no added salt" pretzels, crackers, or chips from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase low sodium snacks at school
Threshold:	All Schools=37 and By Grade Level=10

Q31_5.	Can students purchase cookies, crackers, cakes, pastries, or other baked goods that are not low in fat from vending machines or at the school store, canteen, or snack bar? A. Yes B. No
Numerator:	Respondents who answered A for Q31_5
Denominator:	Respondents who answered A for Q31_5, or B for Q31_5, or B for Q30
Summary text:	Percentage of schools in which students can purchase cookies, crackers, cakes, pastries, or other baked goods that are not low in fat from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase not low in fat cookies or other baked goods at school
Threshold:	All Schools=37 and By Grade Level=10
Q31_6.	Can students purchase ice cream or frozen yogurt that is not low in fat from vending machines or at the school store, canteen, or snack bar? A. Yes B. No
Numerator:	Respondents who answered A for Q31_6
Denominator:	Respondents who answered A for Q31_6, or B for Q31_6, or B for Q30
Summary text:	Percentage of schools in which students can purchase ice cream or frozen yogurt that is not low in fat from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase not low in fat ice cream at school
Threshold:	All Schools=37 and By Grade Level=10
Q31_7.	Can students purchase 2% or whole milk (plain or flavored) from vending machines or at the school store, canteen, or snack bar? A. Yes B. No
Numerator:	Respondents who answered A for Q31_7
Denominator:	Respondents who answered A for Q31_7, or B for Q31_7, or B for Q30
Summary text:	Percentage of schools in which students can purchase 2% or whole milk (plain or flavored) from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase 2% or whole milk at school
Threshold:	All Schools=37 and By Grade Level=10

Q31_8.	Can students purchase nonfat or 1% (low-fat) milk (plain) from vending machines or at the school store, canteen, or snack bar? A. Yes B. No
Numerator:	Respondents who answered A for Q31_8
Denominator:	Respondents who answered A for Q31_8, or B for Q31_8, or B for Q30
Summary text:	Percentage of schools in which students can purchase nonfat or 1% (low-fat) milk (plain) from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase nonfat or 1% milk at school
Threshold:	All Schools=37 and By Grade Level=10
Q31_9.	Can students purchase water ices or frozen slushes that do not contain juice from vending machines or at the school store, canteen, or snack bar? A. Yes B. No
Numerator:	Respondents who answered A for Q31_9
Denominator:	Respondents who answered A for Q31_9, or B for Q31_9, or B for Q30
Summary text:	Percentage of schools in which students can purchase water ices or frozen slushes that do not contain juice from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase water ices that do not contain juice at school
Threshold:	All Schools=37 and By Grade Level=10
Q31_10.	Can students purchase soda pop or fruit drinks that are not 100% juice from vending machines or at the school store, canteen, or snack bar? A. Yes B. No
Numerator:	Respondents who answered A for Q31_10
Denominator:	Respondents who answered A for Q31_10, or B for Q31_10, or B for Q30
Summary text:	Percentage of schools in which students can purchase soda pop or fruit drinks that are not 100% juice from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase soda pop or fruit drinks that are not 100% juice at school
Threshold:	All Schools=37 and By Grade Level=10

Q31_11. Can students purchase sports drinks (e.g., Gatorade) from vending machines or at the school store, canteen, or snack bar?

A. Yes
B. No

Numerator: Respondents who answered A for Q31_11
Denominator: Respondents who answered A for Q31_11, or B for Q31_11, or B for Q30
Summary text: Percentage of schools in which students can purchase sports drinks (e.g., Gatorade) from vending machines or at the school store, canteen, or snack bar
Variable label: Students can purchase sports drinks at school
Threshold: All Schools=37 and By Grade Level=10

Q31_12. Can students purchase energy drinks (e.g., Red Bull, Monster) from vending machines or at the school store, canteen, or snack bar?

A. Yes
B. No

Numerator: Respondents who answered A for Q31_12
Denominator: Respondents who answered A for Q31_12, or B for Q31_12, or B for Q30
Summary text: Percentage of schools in which students can purchase energy drinks (e.g., Red Bull, Monster) from vending machines or at the school store, canteen, or snack bar
Variable label: Students can purchase energy drinks at school
Threshold: All Schools=37 and By Grade Level=10

Q31_13. Can students purchase plain water, with or without carbonation (e.g., Dasani, Aquafina, Smart Water) from vending machines or at the school store, canteen, or snack bar?

A. Yes
B. No

Numerator: Respondents who answered A for Q31_13
Denominator: Respondents who answered A for Q31_13, or B for Q31_13, or B for Q30
Summary text: Percentage of schools in which students can purchase plain water, with or without carbonation (e.g., Dasani, Aquafina, Smart Water) from vending machines or at the school store, canteen, or snack bar
Variable label: Students can purchase plain water, with or without carbonation, at school
Threshold: All Schools=37 and By Grade Level=10

Q31_14. Can students purchase calorie-free, flavored water, with or without carbonation (e.g., Dasani Flavors, Aquafina FlavorSplash) from vending machines or at the school store, canteen, or snack bar?

A. Yes
B. No

Numerator: Respondents who answered A for Q31_14
Denominator: Respondents who answered A for Q31_14, or B for Q31_14, or B for Q30
Summary text: Percentage of schools in which students can purchase calorie-free, flavored water, with or without carbonation (e.g., Dasani Flavors, Aquafina FlavorSplash) from vending machines or at the school store, canteen, or snack bar
Variable label: Students can purchase calorie-free, flavored water, with or without carbonation, at school
Threshold: All Schools=37 and By Grade Level=10

Q31_15. Can students purchase 100% fruit or vegetable juice from vending machines or at the school store, canteen, or snack bar?

A. Yes
B. No

Numerator: Respondents who answered A for Q31_15
Denominator: Respondents who answered A for Q31_15, or B for Q31_15, or B for Q30
Summary text: Percentage of schools in which students can purchase 100% fruit or vegetable juice from vending machines or at the school store, canteen, or snack bar
Variable label: Students can purchase 100% fruit/vegetable juice at school
Threshold: All Schools=37 and By Grade Level=10

Q31_16. Can students purchase foods or beverages containing caffeine from vending machines or at the school store, canteen, or snack bar?

A. Yes
B. No

Numerator: Respondents who answered A for Q31_16
Denominator: Respondents who answered A for Q31_16, or B for Q31_16, or B for Q30
Summary text: Percentage of schools in which students can purchase foods or beverages containing caffeine from vending machines or at the school store, canteen, or snack bar
Variable label: Students can purchase caffeinated foods/beverages at school
Threshold: All Schools=37 and By Grade Level=10

Q31_17.	Can students purchase fruits (not fruit juice) from vending machines or at the school store, canteen, or snack bar? A. Yes B. No
Numerator:	Respondents who answered A for Q31_17
Denominator:	Respondents who answered A for Q31_17, or B for Q31_17, or B for Q30
Summary text:	Percentage of schools in which students can purchase fruits (not fruit juice) from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase fruits at school
Threshold:	All Schools=37 and By Grade Level=10

Q31_18.	Can students purchase non-fried vegetables (not vegetable juice) from vending machines or at the school store, canteen, or snack bar? A. Yes B. No
Numerator:	Respondents who answered A for Q31_18
Denominator:	Respondents who answered A for Q31_18, or B for Q31_18, or B for Q30
Summary text:	Percentage of schools in which students can purchase non-fried vegetables (not vegetable juice) from vending machines or at the school store, canteen, or snack bar
Variable label:	Students can purchase non-fried vegetables at school
Threshold:	All Schools=37 and By Grade Level=10

Q32_1.	During this school year, has your school priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages? A. Yes B. No
Numerator:	Respondents who answered A for Q32_1
Denominator:	Respondents who answered A or B for Q32_1
Summary text:	Percentage of schools that priced nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages during the current school year
Variable label:	Priced foods and beverages based on nutritious value
Threshold:	All Schools=55 and By Grade Level=19

Q32_2. During this school year, has your school collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating?

A. Yes
B. No

Numerator: Respondents who answered A for Q32_2
Denominator: Respondents who answered A or B for Q32_2
Summary text: Percentage of schools that collected suggestions from students, families, and school staff on nutritious food preferences and strategies to promote healthy eating during the current school year
Variable label: Collected suggestions on nutritious food preferences
Threshold: All Schools=55 and By Grade Level=19

Q32_3. During this school year, has your school provided information to students or families on the nutrition and caloric content of foods available?

A. Yes
B. No

Numerator: Respondents who answered A for Q32_3
Denominator: Respondents who answered A or B for Q32_3
Summary text: Percentage of schools that provided information to students or families on the nutrition and caloric content of foods available during the current school year
Variable label: Provided information on nutrition and caloric content of foods
Threshold: All Schools=55 and By Grade Level=19

Q32_4. During this school year, has your school conducted taste tests to determine food preferences for nutritious items?

A. Yes
B. No

Numerator: Respondents who answered A for Q32_4
Denominator: Respondents who answered A or B for Q32_4
Summary text: Percentage of schools that conducted taste tests to determine food preferences for nutritious items during the current school year
Variable label: Conducted taste tests to determine food preferences for nutritious items
Threshold: All Schools=55 and By Grade Level=19

Q32_5. During this school year, has your school served locally or regionally grown foods in the cafeteria or classrooms?

A. Yes
B. No

Numerator: Respondents who answered A for Q32_5
Denominator: Respondents who answered A or B for Q32_5
Summary text: Percentage of schools that served locally or regionally grown foods in the cafeteria or classrooms during the current school year
Variable label: Served locally grown foods in cafeteria or classrooms
Threshold: All Schools=55 and By Grade Level=19

Q32_6. During this school year, has your school planted a school food or vegetable garden?

A. Yes
B. No

Numerator: Respondents who answered A for Q32_6
Denominator: Respondents who answered A or B for Q32_6
Summary text: Percentage of schools that planted a school food or vegetable garden during the current school year
Variable label: Planted a school food or vegetable garden
Threshold: All Schools=55 and By Grade Level=19

Q32_7. During this school year, has your school placed fruits and vegetables near the cafeteria cashier, where they are easy to access?

A. Yes
B. No

Numerator: Respondents who answered A for Q32_7
Denominator: Respondents who answered A or B for Q32_7
Summary text: Percentage of schools that placed fruits and vegetables near the cafeteria cashier, where they are easy to access during the current school year
Variable label: Placed fruits and vegetables near cafeteria cashier
Threshold: All Schools=55 and By Grade Level=19

Q32_8. During this school year, has your school used attractive displays for fruits and vegetables in the cafeteria?

A. Yes
B. No

Numerator: Respondents who answered A for Q32_8
Denominator: Respondents who answered A or B for Q32_8
Summary text: Percentage of schools that used attractive displays for fruits and vegetables in the cafeteria during the current school year
Variable label: Used attractive displays for fruits and vegetables in cafeteria
Threshold: All Schools=55 and By Grade Level=19

Q32_9. During this school year, has your school offered a self-serve salad bar to students?

A. Yes
B. No

Numerator: Respondents who answered A for Q32_9
Denominator: Respondents who answered A or B for Q32_9
Summary text: Percentage of schools that offered a self-serve salad bar to students during the current school year
Variable label: Offered self-serve salad bar to students
Threshold: All Schools=55 and By Grade Level=19

Q32_10. During this school year, has your school provided students with at least 20 minutes to eat lunch after they receive their meal?

A. Yes
B. No

Numerator: Respondents who answered A for Q32_10
Denominator: Respondents who answered A or B for Q32_10
Summary text: Percentage of schools that provided students with at least 20 minutes to eat lunch after they receive their meal during the current school year
Variable label: Provided students with at least 20 minutes to eat lunch
Threshold: All Schools=55 and By Grade Level=19

Q32_11. During this school year, has your school encouraged students to drink plain water?

A. Yes
B. No

Numerator: Respondents who answered A for Q32_11
Denominator: Respondents who answered A or B for Q32_11
Summary text: Percentage of schools that have encouraged students to drink plain water during the current school year
Variable label: Encouraged students to drink plain water
Threshold: All Schools=55 and By Grade Level=19

Q32_12. During this school year, has your school prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance?

A. Yes
B. No

Numerator: Respondents who answered A for Q32_12
Denominator: Respondents who answered A or B for Q32_12
Summary text: Percentage of schools that have prohibited school staff from giving students food or food coupons as a reward for good behavior or good academic performance during the current school year
Variable label: Prohibited school staff from giving students food or food coupons as a reward
Threshold: All Schools=55 and By Grade Level=19

Q32_13. During this school year, has your school prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes?

A. Yes
B. No

Numerator: Respondents who answered A for Q32_13
Denominator: Respondents who answered A or B for Q32_13
Summary text: Percentage of schools that have prohibited less nutritious foods and beverages (e.g., candy, baked goods) from being sold for fundraising purposes during the current school year
Variable label: Prohibited selling less nutritious foods and beverages for fundraising
Threshold: All Schools=55 and By Grade Level=19

Q33_1.	Does your school prohibit advertisements for candy, fast food restaurants, or soft drinks in school buildings? A. Yes B. No
Numerator:	Respondents who answered A for Q33_1
Denominator:	Respondents who answered A or B for Q33_1
Summary text:	Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in school buildings
Variable Label:	Prohibit advertising in school buildings
Threshold:	All Schools=55 and By Grade Level=19

Q33_2.	Does your school prohibit advertisements for candy, fast food restaurants, or soft drinks on school grounds including on the outside of the school building, on playing fields, or other areas of the campus? A. Yes B. No
Numerator:	Respondents who answered A for Q33_2
Denominator:	Respondents who answered A or B for Q33_2
Summary text:	Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks on school grounds including on the outside of the school building, on playing fields, or other areas of the campus
Variable label:	Prohibit advertising on school grounds
Threshold:	All Schools=55 and By Grade Level=19

Q33_3.	Does your school prohibit advertisements for candy, fast food restaurants, or soft drinks on school buses or other vehicles used to transport students? A. Yes B. No
Numerator:	Respondents who answered A for Q33_3
Denominator:	Respondents who answered A or B for Q33_3
Summary text:	Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks on school buses or other vehicles used to transport students
Variable label:	Prohibit advertising on school buses
Threshold:	All Schools=55 and By Grade Level=19

Q33_4. Does your school prohibit advertisements for candy, fast food restaurants, or soft drinks in school publications (e.g., newsletters, newspapers, web sites, other school publications)?

A. Yes
B. No

Numerator:	Respondents who answered A for Q33_4
Denominator:	Respondents who answered A or B for Q33_4
Summary text:	Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in school publications (e.g., newsletters, newspapers, web sites, other school publications)
Variable label:	Prohibit advertising in school publications
Threshold:	All Schools=55 and By Grade Level=19

Q33_5. Does your school prohibit advertisements for candy, fast food restaurants, or soft drinks in curricula or other educational materials (including assignment books, school supplies, book covers, and electronic media)?

A. Yes
B. No

Numerator:	Respondents who answered A for Q33_5
Denominator:	Respondents who answered A or B for Q33_5
Summary text:	Percentage of schools that prohibit advertisements for candy, fast food restaurants, or soft drinks in curricula or other educational materials (including assignment books, school supplies, book covers, and electronic media)
Variable label:	Prohibit advertising in curricula or other educational materials
Threshold:	All Schools=55 and By Grade Level=19

Q34. Are students permitted to have a drinking water bottle with them during the school day?

A. Yes, in all locations
B. Yes, in certain locations
C. No

Numerator:	Respondents who answered A or B for Q34
Denominator:	Respondents who answered A, B, or C for Q34
Summary text:	Percentage of schools that permit students to have a drinking water bottle with them during the school day
Variable label:	Drinking water bottle
Threshold:	All Schools=55 and By Grade Level=19

Q35_1. Does your school offer a free source of drinking water in the cafeteria during breakfast?

A. Yes
B. No
C. NA

Numerator:	Respondents who answered A for Q35_1
Denominator:	Respondents who answered A or B for Q35_1. Respondents who answered C for Q35_1 are excluded.
Summary text:	Percentage of schools that offer a free source of drinking water in the cafeteria during breakfast*
Footnote:	*Among schools with that location.
Variable label:	Drinking water in cafeteria during breakfast
Threshold:	All Schools=55 and By Grade Level=19

Q35_2. Does your school offer a free source of drinking water in the cafeteria during lunch?

A. Yes
B. No
C. NA

Numerator:	Respondents who answered A for Q35_2
Denominator:	Respondents who answered A or B for Q35_2. Respondents who answered C for Q35_2 are excluded.
Summary text:	Percentage of schools that offer a free source of drinking water in the cafeteria during lunch*
Footnote:	*Among schools with that location.
Variable label:	Drinking water in cafeteria during lunch
Threshold:	All Schools=55 and By Grade Level=19

Q35_3. Does your school offer a free source of drinking water in the gymnasium or other indoor physical activity facilities?

A. Yes
B. No
C. NA

Numerator:	Respondents who answered A for Q35_3
Denominator:	Respondents who answered A or B for Q35_3. Respondents who answered C for Q35_3 are excluded.
Summary text:	Percentage of schools that offer a free source of drinking water in the gymnasium or other indoor physical activity facilities*
Footnote:	*Among schools with that location.
Variable label:	Drinking water in gymnasium
Threshold:	All Schools=55 and By Grade Level=19

Q35_4. Does your school offer a free source of drinking water in outdoor physical activity facilities or sports fields?

A. Yes
B. No
C. NA

Numerator:	Respondents who answered A for Q35_4
Denominator:	Respondents who answered A or B for Q35_4. Respondents who answered C for Q35_4 are excluded.
Summary text:	Percentage of schools that offer a free source of drinking water in outdoor physical activity facilities or sports fields*
Footnote:	*Among schools with that location.
Variable label:	Drinking water in outdoor physical activity facilities
Threshold:	All Schools=55 and By Grade Level=19

Q35_5. Does your school offer a free source of drinking water in hallways throughout the school?

A. Yes
B. No
C. NA

Numerator:	Respondents who answered A for Q35_5
Denominator:	Respondents who answered A or B for Q35_5. Respondents who answered C for Q35_5 are excluded.
Summary text:	Percentage of schools that offer a free source of drinking water in hallways throughout the school*
Footnote:	*Among schools with that location.
Variable label:	Drinking water in school hallways
Threshold:	All Schools=55 and By Grade Level=19

Q36. Is there a full-time registered nurse who provides health services to students at your school? (A full-time nurse means that a nurse is at the school during all school hours, 5 days per week.)

A. Yes
B. No

Numerator:	Respondents who answered A for Q36
Denominator:	Respondents who answered A or B for Q36
Summary text:	Percentage of schools that have a full-time registered nurse who provides health services to students
Variable label:	Full-time nurse at school
Threshold:	All Schools=55 and By Grade Level=19

Q37. Is there a part-time registered nurse who provides health services to students at your school? (A part-time nurse means that a nurse is at the school less than 5 days a week, less than all school hours, or both.)

A. Yes
B. No

Numerator: Respondents who answered A for Q37
Denominator: Respondents who answered A or B for 3M
Summary text: Percentage of schools that have a part-time registered nurse who provides health services to students
Variable label: Part-time nurse at school
Threshold: All Schools=55 and By Grade Level=19

Q38. Does your school have a school-based health center that offers health services to students? (School-based health centers are places on school campus where enrolled students can receive primary care, including diagnostic and treatment services. These services are usually provided by a nurse practitioner or physician's assistant.)

A. Yes
B. No

Numerator: Respondents who answered A for Q38
Denominator: Respondents who answered A or B for Q38
Summary text: Percentage of schools that have a school-based health center that offers health services to students
Variable label: School-based health center
Threshold: All Schools=55 and By Grade Level=19

Q39_1. Does your school provide HIV testing to students?

A. Yes
B. No

Numerator: Respondents who answered A for Q39_1
Denominator: Respondents who answered A or B for Q39_1
Summary text: Percentage of schools that provide HIV testing to students
Variable label: Provide HIV testing
Threshold: All Schools=55 and By Grade Level=19

Q39_2. Does your school provide HIV treatment (ongoing medical care for persons living with HIV) to students?

A. Yes
B. No

Numerator: Respondents who answered A for Q39_2
Denominator: Respondents who answered A or B for Q39_2
Summary text: Percentage of schools that provide HIV treatment (ongoing medical care for persons living with HIV) to students
Variable label: Provide HIV treatment
Threshold: All Schools=55 and By Grade Level=19

Q39_3. Does your school provide STI testing to students?

A. Yes
B. No

Numerator: Respondents who answered A for Q39_3
Denominator: Respondents who answered A or B for Q39_3
Summary text: Percentage of schools that provide STI testing to students
Variable label: Provide STI testing
Threshold: All Schools=55 and By Grade Level=19

Q39_4. Does your school provide STI treatment to students?

A. Yes
B. No

Numerator: Respondents who answered A for Q39_4
Denominator: Respondents who answered A or B for Q39_4
Summary text: Percentage of schools that provide STI treatment to students
Variable label: Provide STI treatment
Threshold: All Schools=55 and By Grade Level=19

Q39_5. Does your school provide pregnancy testing to students?

A. Yes
B. No

Numerator: Respondents who answered A for Q39_5
Denominator: Respondents who answered A or B for Q39_5
Summary text: Percentage of schools that provide pregnancy testing to students
Variable label: Provide pregnancy testing
Threshold: All Schools=55 and By Grade Level=19

Q39_6. Does your school provide condoms to students?

A. Yes
B. No

Numerator: Respondents who answered A for Q39_6
Denominator: Respondents who answered A or B for Q39_6
Summary text: Percentage of schools that provide condoms to students
Variable label: Provide condoms
Threshold: All Schools=55 and By Grade Level=19

Q39_7. Does your school provide condom-compatible lubricants (i.e., water- or silicone-based) to students?

A. Yes
B. No

Numerator: Respondents who answered A for Q39_7
Denominator: Respondents who answered A or B for Q39_7
Summary text: Percentage of schools that provide condom-compatible lubricants (i.e., water- or silicone-based) to students
Variable label: Provide condom-compatible lubricants
Threshold: All Schools=55 and By Grade Level=19

Q39_8. Does your school provide contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD]) to students?

A. Yes
B. No

Numerator: Respondents who answered A for Q39_8
Denominator: Respondents who answered A or B for Q39_8
Summary text: Percentage of schools that provide contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD]) to students
Variable label: Provide contraceptives other than condoms
Threshold: All Schools=55 and By Grade Level=19

Q39_9. Does your school provide prenatal care to students?

A. Yes
B. No

Numerator: Respondents who answered A for Q39_9
Denominator: Respondents who answered A or B for Q39_9
Summary text: Percentage of schools that provide prenatal care to students
Variable label: Provide prenatal care
Threshold: All Schools=55 and By Grade Level=19

Q39_10. Does your school provide human papillomavirus (HPV) vaccine administration to students?

A. Yes
B. No

Numerator: Respondents who answered A for Q39_10
Denominator: Respondents who answered A or B for Q39_10
Summary text: Percentage of schools that provide human papillomavirus (HPV) vaccine administration to students
Variable label: Provide HPV vaccine administration
Threshold: All Schools=55 and By Grade Level=19

Q39_11. Does your school provide assessment for alcohol or other drug use, abuse, or dependency to students?

A. Yes
B. No

Numerator:	Respondents who answered A for Q39_11
Denominator:	Respondents who answered A or B for Q39_11
Summary text:	Percentage of schools that provide assessment for alcohol or other drug use, abuse, or dependency to students
Variable label:	Provide assessment for alcohol or other drug use, abuse, or dependency
Threshold:	All Schools=55 and By Grade Level=19

Q39_12. Does your school provide tobacco-use cessation (e.g., individual or group counseling) to students?

A. Yes
B. No

Numerator:	Respondents who answered A for Q39_12
Denominator:	Respondents who answered A or B for Q39_12
Summary text:	Percentage of schools that provide tobacco-use cessation (e.g., individual or group counseling) to students
Variable label:	Provide tobacco-use cessation (e.g., individual or group counseling)
Threshold:	All Schools=55 and By Grade Level=19

Q39_13. Does your school provide daily medication administration for students with chronic health conditions (e.g., asthma, diabetes)?

A. Yes
B. No

Numerator:	Respondents who answered A for Q39_13
Denominator:	Respondents who answered A or B for Q39_13
Summary text:	Percentage of schools that provide daily medication administration for students with chronic health conditions (e.g., asthma, diabetes)
Variable label:	Provide daily medication administration for students with chronic health conditions
Threshold:	All Schools=55 and By Grade Level=19

Q39_14. Does your school provide stock rescue or "as needed" medication for any student experiencing a health emergency (e.g., asthma episode, severe allergic reaction, opioid overdose)?

A. Yes
B. No

Numerator: Respondents who answered A for Q39_14
Denominator: Respondents who answered A or B for Q39_14
Summary text: Percentage of schools that provide stock rescue or "as needed" medication for any student experiencing a health emergency (e.g., asthma episode, severe allergic reaction, opioid overdose)
Variable label: Provide stock rescue or "as needed" medication for any student experiencing a health emergency
Threshold: All Schools=55 and By Grade Level=19

Q39_15. Does your school provide case management for students with chronic health conditions (e.g., asthma, diabetes)?

A. Yes
B. No

Numerator: Respondents who answered A for Q39_15
Denominator: Respondents who answered A or B for Q39_15
Summary text: Percentage of schools that provide case management for students with chronic health conditions (e.g., asthma, diabetes)
Variable label: Provide case management for students with chronic health conditions
Threshold: All Schools=55 and By Grade Level=19

Q40_1. Does your school provide students with referrals to any organizations or health care professionals not on school property for HIV testing?

A. Yes
B. No

Numerator: Respondents who answered A for Q40_1
Denominator: Respondents who answered A or B for Q40_1
Summary text: Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for HIV testing
Variable label: Referral for HIV testing
Threshold: All Schools=55 and By Grade Level=19

Q40_2. Does your school provide students with referrals to any organizations or health care professionals not on school property for HIV treatment (ongoing medical care for persons living with HIV)?

A. Yes
B. No

Numerator: Respondents who answered A for Q40_2
Denominator: Respondents who answered A or B for Q40_2
Summary text: Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for HIV treatment (ongoing medical care for persons living with HIV)
Variable label: Referral for HIV treatment
Threshold: All Schools=55 and By Grade Level=19

Q40_3. Does your school provide students with referrals to any organizations or health care professionals not on school property for HIV PEP (post-exposure prophylaxis for HIV—a course of medication given within 72 hours of possible exposure to HIV)?

A. Yes
B. No

Numerator: Respondents who answered A for Q40_3
Denominator: Respondents who answered A or B for Q40_3
Summary text: Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for HIV PEP (post-exposure prophylaxis for HIV—a course of medication given within 72 hours of possible exposure to HIV)
Variable label: Referral for HIV PEP
Threshold: All Schools=55 and By Grade Level=19

Q40_4. Does your school provide students with referrals to any organizations or health care professionals not on school property for PrEP (pre-exposure prophylaxis for HIV—medication taken to prevent HIV infection for those at risk for HIV)?

A. Yes
B. No

Numerator: Respondents who answered A for Q40_4
Denominator: Respondents who answered A or B for Q40_4
Summary text: Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for PrEP (pre-exposure prophylaxis for HIV—medication taken to prevent HIV infection for those at risk for HIV)
Variable label: Referral for PrEP
Threshold: All Schools=55 and By Grade Level=19

Q40_5. Does your school provide students with referrals to any organizations or health care professionals not on school property for STI testing?

A. Yes
B. No

Numerator: Respondents who answered A for Q40_5
Denominator: Respondents who answered A or B for Q40_5
Summary text: Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for STI testing
Variable label: Referral for STI testing
Threshold: All Schools=55 and By Grade Level=19

Q40_6. Does your school provide students with referrals to any organizations or health care professionals not on school property for STI treatment?

A. Yes
B. No

Numerator: Respondents who answered A for Q40_6
Denominator: Respondents who answered A or B for Q40_6
Summary text: Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for STI treatment
Variable label: Referral for STI treatment
Threshold: All Schools=55 and By Grade Level=19

Q40_7. Does your school provide students with referrals to any organizations or health care professionals not on school property for pregnancy testing?

A. Yes
B. No

Numerator: Respondents who answered A for Q40_7
Denominator: Respondents who answered A or B for Q40_7
Summary text: Percenage of schools that provide students with referrals to any organizations or health care professionals not on school property for pregnancy testing
Variable label: Referral for pregnancy testing
Threshold: All Schools=55 and By Grade Level=19

Q40_8. Does your school provide students with referrals to any organizations or health care professionals not on school property for the provision of condoms?

A. Yes
B. No

Numerator: Respondents who answered A for Q40_8
Denominator: Respondents who answered A or B for Q40_8
Summary text: Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the provision of condoms
Variable label: Referral for condoms
Threshold: All Schools=55 and By Grade Level=19

Q40_9.	Does your school provide students with referrals to any organizations or health care professionals not on school property for the provision of condom-compatible lubricants (i.e., water- or silicone-based)? A. Yes B. No
Numerator:	Respondents who answered A for Q40_9
Denominator:	Respondents who answered A or B for Q40_9
Summary text:	Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the provision of condom-compatible lubricants (i.e., water- or silicone-based)
Variable label:	Referral for condom-compatible lubricants
Threshold:	All Schools=55 and By Grade Level=19
Q40_10.	Does your school provide students with referrals to any organizations or health care professionals not on school property for the provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])? A. Yes B. No
Numerator:	Respondents who answered A for Q40_10
Denominator:	Respondents who answered A or B for Q40_10
Summary text:	Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for the provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])
Variable label:	Referral for contraceptives other than condoms
Threshold:	All Schools=55 and By Grade Level=19
Q40_11.	Does your school provide students with referrals to any organizations or health care professionals not on school property for prenatal care? A. Yes B. No
Numerator:	Respondents who answered A for Q40_11
Denominator:	Respondents who answered A or B for Q40_11
Summary text:	Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for prenatal care
Variable label:	Referral for prenatal care
Threshold:	All Schools=55 and By Grade Level=19

Q40_12. Does your school provide students with referrals to any organizations or health care professionals not on school property for human papillomavirus (HPV) vaccine administration?

A. Yes
B. No

Numerator: Respondents who answered A for Q40_12
Denominator: Respondents who answered A or B for Q40_12
Summary text: Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for human papillomavirus (HPV) vaccine administration
Variable label: Referral for HPV vaccine administration
Threshold: All Schools=55 and By Grade Level=19

Q40_13. Does your school provide students with referrals to any organizations or health care professionals not on school property for other vaccine administration (e.g., COVID-19, influenza)?

A. Yes
B. No

Numerator: Respondents who answered A for Q40_13
Denominator: Respondents who answered A or B for Q40_13
Summary text: Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for other vaccine administration (e.g., COVID-19, influenza)
Variable label: Referral for other vaccine administration
Threshold: All Schools=55 and By Grade Level=19

Q40_14. Does your school provide students with referrals to any organizations or health care professionals not on school property for alcohol or other drug abuse treatment?

A. Yes
B. No

Numerator: Respondents who answered A for Q40_14
Denominator: Respondents who answered A or B for Q40_14
Summary text: Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for alcohol or other drug abuse treatment
Variable label: Referral for alcohol or other drug abuse treatment
Threshold: All Schools=55 and By Grade Level=19

Q40_15. Does your school provide students with referrals to any organizations or health care professionals not on school property for tobacco-use cessation (e.g., individual or group counseling)?

A. Yes
B. No

Numerator: Respondents who answered A for Q40_15
Denominator: Respondents who answered A or B for Q40_15
Summary text: Percentage of schools that provide students with referrals to any organizations or health care professionals not on school property for tobacco-use cessation (e.g., individual or group counseling)
Variable label: Referral for tobacco-use cessation
Threshold: All Schools=55 and By Grade Level=19

Q41. Does your school have a protocol that ensures students with a chronic condition that may require daily or emergency management (e.g., asthma, diabetes, food allergies) are enrolled in private, state, or federally funded insurance programs if eligible?

A. Yes
B. No

Numerator: Respondents who answered A for Q41
Denominator: Respondents who answered A or B for Q41
Summary text: Percentage of schools that have a protocol that ensures students with a chronic condition that may require daily or emergency management (e.g., asthma, diabetes, food allergies) are enrolled in private, state, or federally funded insurance programs if eligible
Variable label: Protocol for insurance programs
Threshold: All Schools=55 and By Grade Level=19

Q42_1. Does your school routinely use school records to identify and track students with a current diagnosis of asthma? School records might include student emergency cards, medication records, health room visit information, emergency care and daily management plans, physical exam forms, or parent notes.

A. Yes
B. No

Numerator: Respondents who answered A for Q42_1
Denominator: Respondents who answered A or B for Q42_1
Summary text: Percentage of schools that routinely use school records to identify and track students with a current diagnosis of asthma
Variable label: Track students with asthma
Threshold: All Schools=55 and By Grade Level=19

Q42_2. Does your school routinely use school records to identify and track students with a current diagnosis of food allergies? School records might include student emergency cards, medication records, health room visit information, emergency care and daily management plans, physical exam forms, or parent notes.

A. Yes
B. No

Numerator: Respondents who answered A for Q42_2
Denominator: Respondents who answered A or B for Q42_2
Summary text: Percentage of schools that routinely use school records to identify and track students with a current diagnosis of food allergies
Variable label: Track students with food allergies
Threshold: All Schools=55 and By Grade Level=19

Q42_3. Does your school routinely use school records to identify and track students with a current diagnosis of diabetes? School records might include student emergency cards, medication records, health room visit information, emergency care and daily management plans, physical exam forms, or parent notes.

A. Yes
B. No

Numerator: Respondents who answered A for Q42_3
Denominator: Respondents who answered A or B for Q42_3
Summary text: Percentage of schools that routinely use school records to identify and track students with a current diagnosis of diabetes
Variable label: Track students with diabetes
Threshold: All Schools=55 and By Grade Level=19

Q42_4. Does your school routinely use school records to identify and track students with a current diagnosis of epilepsy or seizure disorder? School records might include student emergency cards, medication records, health room visit information, emergency care and daily management plans, physical exam forms, or parent notes.

A. Yes
B. No

Numerator: Respondents who answered A for Q42_4
Denominator: Respondents who answered A or B for Q42_4
Summary text: Percentage of schools that routinely use school records to identify and track students with a current diagnosis of epilepsy or seizure disorder
Variable label: Track students with epilepsy or seizure disorder
Threshold: All Schools=55 and By Grade Level=19

Q42_5. Does your school routinely use school records to identify and track students with a current diagnosis of obesity? School records might include student emergency cards, medication records, health room visit information, emergency care and daily management plans, physical exam forms, or parent notes.

A. Yes
B. No

Numerator: Respondents who answered A for Q42_5
Denominator: Respondents who answered A or B for Q42_5
Summary text: Percentage of schools that routinely use school records to identify and track students with a current diagnosis of obesity
Variable label: Track students with obesity
Threshold: All Schools=55 and By Grade Level=19

Q42_6. Does your school routinely use school records to identify and track students with a current diagnosis of hypertension/high blood pressure? School records might include student emergency cards, medication records, health room visit information, emergency care and daily management plans, physical exam forms, or parent notes.

A. Yes
B. No

Numerator: Respondents who answered A for Q42_6
Denominator: Respondents who answered A or B for Q42_6
Summary text: Percentage of schools that routinely use school records to identify and track students with a current diagnosis of hypertension/high blood pressure
Variable label: Track students with hypertension/high blood pressure
Threshold: All Schools=55 and By Grade Level=19

Q42_7. Does your school routinely use school records to identify and track students with a current diagnosis of an oral health condition (e.g., abscess, tooth decay)? School records might include student emergency cards, medication records, health room visit information, emergency care and daily management plans, physical exam forms, or parent notes.

A. Yes
B. No

Numerator: Respondents who answered A for Q42_7
Denominator: Respondents who answered A or B for Q42_7
Summary text: Percentage of schools that routinely use school records to identify and track students with a current diagnosis of an oral health condition (e.g., abscess, tooth decay)
Variable label: Track students with oral health condition
Threshold: All Schools=55 and By Grade Level=19

Q43_1. Does your school provide referrals to any organizations or health care professionals not on school property for students diagnosed with or suspected to have asthma? Include referrals to school-based health centers, even if they are located on school property.

A. Yes
B. No

Numerator: Respondents who answered A for Q43_1
Denominator: Respondents who answered A or B for Q43_1
Summary text: 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 asthma
Variable label: Refer students with asthma
Threshold: All Schools=55 and By Grade Level=19

Q43_2. Does your school provide referrals to any organizations or health care professionals not on school property for students diagnosed with or suspected to have food allergies? Include referrals to school-based health centers, even if they are located on school property.

A. Yes
B. No

Numerator: Respondents who answered A for Q43_2
Denominator: Respondents who answered A or B for Q43_2
Summary text: 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 food allergies
Variable label: Refer students with food allergies
Threshold: All Schools=55 and By Grade Level=19

Q43_3. Does your school provide referrals to any organizations or health care professionals not on school property for students diagnosed with or suspected to have diabetes? Include referrals to school-based health centers, even if they are located on school property.

A. Yes
B. No

Numerator: Respondents who answered A for Q43_3
Denominator: Respondents who answered A or B for Q43_3
Summary text: 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 diabetes
Variable label: Refer students with diabetes
Threshold: All Schools=55 and By Grade Level=19

Q43_4. Does your school provide referrals to any organizations or health care professionals not on school property for students diagnosed with or suspected to have epilepsy or seizure disorder? Include referrals to school-based health centers, even if they are located on school property.

A. Yes
B. No

Numerator: Respondents who answered A for Q43_4
Denominator: Respondents who answered A or B for Q43_4
Summary text: 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 epilepsy or seizure disorder
Variable label: Refer students with epilepsy or seizure disorder
Threshold: All Schools=55 and By Grade Level=19

Q43_5. Does your school provide referrals to any organizations or health care professionals not on school property for students diagnosed with or suspected to have obesity? Include referrals to school-based health centers, even if they are located on school property.

A. Yes
B. No

Numerator: Respondents who answered A for Q43_5
Denominator: Respondents who answered A or B for Q43_5
Summary text: 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 obesity
Variable label: Refer students with obesity
Threshold: All Schools=55 and By Grade Level=19

Q43_6. Does your school provide referrals to any organizations or health care professionals not on school property for students diagnosed with or suspected to have hypertension/high blood pressure? Include referrals to school-based health centers, even if they are located on school property.

A. Yes
B. No

Numerator: Respondents who answered A for Q43_6
Denominator: Respondents who answered A or B for Q43_6
Summary text: 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 hypertension/high blood pressure
Variable label: Refer students with hypertension/high blood pressure
Threshold: All Schools=55 and By Grade Level=19

Q43_7.	Does your school provide referrals to any organizations or health care professionals not on school property for students diagnosed with or suspected to have an oral health condition (e.g., abscess, tooth decay)? Include referrals to school-based health centers, even if they are located on school property. A. Yes B. No
Numerator:	Respondents who answered A for Q43_7
Denominator:	Respondents who answered A or B for Q43_7
Summary text:	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 an oral health condition (e.g., abscess, tooth decay)
Variable label:	Refer students with oral health condition
Threshold:	All Schools=55 and By Grade Level=19
Q44_1.	During the past two years, did any staff in your school receive professional development on basic sexual health overview including community-specific information about STI, HIV, and unplanned pregnancy rates and prevention strategies? A. Yes B. No
Numerator:	Respondents who answered A for Q44_1
Denominator:	Respondents who answered A or B for Q44_1
Summary text:	Percentage of schools in which any staff received professional development on basic sexual health overview including community-specific information about STI, HIV, and unplanned pregnancy rates and prevention strategies during the past two years
Variable label:	Any staff prof dev on basic sexual health overview
Threshold:	All Schools=55 and By Grade Level=19
Q44_2.	During the past two years, did any staff in your school receive professional development on sexual health services that adolescents should receive? A. Yes B. No
Numerator:	Respondents who answered A for Q44_2
Denominator:	Respondents who answered A or B for Q44_2
Summary text:	Percentage of schools in which any staff received professional development on sexual health services that adolescents should receive during the past two years
Variable label:	Any staff prof dev on sexual health services that adolescents should receive
Threshold:	All Schools=55 and By Grade Level=19

Q44_3.	During the past two years, did any staff in your school receive professional development on laws and policies related to adolescent sexual health services, such as minor consent for sexual health services? A. Yes B. No Numerator: Respondents who answered A for Q44_3 Denominator: Respondents who answered A or B for Q44_3 Summary text: Percentage of schools in which any staff received professional development on laws and policies related to adolescent sexual health services, such as minor consent for sexual health services, during the past two years Variable label: Any staff prof dev on laws/policies Threshold: All Schools=55 and By Grade Level=19
Q44_4.	During the past two years, did any staff in your school receive professional development on importance of maintaining student confidentiality for sexual health services? A. Yes B. No Numerator: Respondents who answered A for Q44_4 Denominator: Respondents who answered A or B for Q44_4 Summary text: Percentage of schools in which any staff received professional development on importance of maintaining student confidentiality for sexual health services during the past two years Variable label: Any staff prof dev on student confidentiality Threshold: All Schools=55 and By Grade Level=19
Q44_5.	During the past two years, did any staff in your school receive professional development on how to create or use a student referral guide for sexual health services? A. Yes B. No Numerator: Respondents who answered A for Q44_5 Denominator: Respondents who answered A or B for Q44_5 Summary text: Percentage of schools in which any staff received professional development on how to create or use a student referral guide for sexual health services during the past two years Variable label: Any staff prof dev on creating/using student referral guide Threshold: All Schools=55 and By Grade Level=19

Q44_6.	During the past two years, did any staff in your school receive professional development on how to make successful referrals of students to sexual health services? A. Yes B. No Numerator: Respondents who answered A for Q44_6 Denominator: Respondents who answered A or B for Q44_6 Summary text: Percentage of schools in which any staff received professional development on how to make successful referrals of students to sexual health services during the past two years Variable label: Any staff prof dev on making successful referrals Threshold: All Schools=55 and By Grade Level=19
Q44_7.	During the past two years, did any staff in your school receive professional development on best practices for adolescent sexual health services provision, such as making services youth-friendly? A. Yes B. No Numerator: Respondents who answered A for Q44_7 Denominator: Respondents who answered A or B for Q44_7 Summary text: Percentage of schools in which any staff received professional development on best practices for adolescent sexual health services provision, such as making services youth-friendly, during the past two years Variable label: Any staff prof dev on best practices for services provision Threshold: All Schools=55 and By Grade Level=19
Q45_1.	Does your school provide universal mental health promotion programs (e.g., Positive Behavioral Interventions and Supports, Social-Emotional Learning programs or supports) to students? A. Yes B. No Numerator: Respondents who answered A for Q45_1 Denominator: Respondents who answered A or B for Q45_1 Summary text: Percentage of schools that provide universal mental health promotion programs (e.g., Positive Behavioral Interventions and Supports, Social-Emotional Learning programs or supports) to students Variable label: School provides universal mental health promotion programs Threshold: All Schools=55 and By Grade Level=19

Q45_2. Does your school provide confidential mental health screening to identify students in need of services (e.g., students at risk of mental health disorders, students experiencing trauma)?

A. Yes
B. No

Numerator: Respondents who answered A for Q45_2
Denominator: Respondents who answered A or B for Q45_2
Summary text: Percentage of schools that provide confidential mental health screening to identify students in need of services (e.g., students at risk of mental health disorders, students experiencing trauma)
Variable label: School provides confidential mental health screening
Threshold: All Schools=55 and By Grade Level=19

Q45_3. Does your school provide school-wide trauma-informed practices (i.e., efforts to ensure that all students, including those affected by trauma, are experiencing social, emotional, and educational success)?

A. Yes
B. No

Numerator: Respondents who answered A for Q45_3
Denominator: Respondents who answered A or B for Q45_3
Summary text: Percentage of schools that provide school-wide trauma-informed practices (i.e., efforts to ensure that all students, including those affected by trauma, are experiencing social, emotional, and educational success)
Variable label: School provides school-wide trauma-informed practices
Threshold: All Schools=55 and By Grade Level=19

Q45_4. Does your school provide small, topic-focused counseling or therapeutic groups (e.g., cognitive behavioral therapy [CBT], pro-social skills, stress management) for students?

A. Yes
B. No

Numerator: Respondents who answered A for Q45_4
Denominator: Respondents who answered A or B for Q45_4
Summary text: Percentage of schools that provide small, topic-focused counseling or therapeutic groups (e.g., cognitive behavioral therapy [CBT], pro-social skills, stress management) for students
Variable label: School provides small, topic-focused counseling or therapeutic groups
Threshold: All Schools=55 and By Grade Level=19

Q45_5.	Does your school provide multitiered systems of support (MTSS) (i.e., providing comprehensive differentiated supports to support students' mental and behavioral health) for students? A. Yes B. No
Numerator:	Respondents who answered A for Q45_5
Denominator:	Respondents who answered A or B for Q45_5
Summary text:	Percentage of schools that provide multitiered systems of support (MTSS) (i.e., providing comprehensive differentiated supports to support students' mental and behavioral health) for students
Variable label:	School provides multitiered systems of support (MTSS)
Threshold:	All Schools=55 and By Grade Level=19
Q46.	During the regular school day, are there set opportunities for students to check in on their emotions and connect with their peers and teacher (e.g., "morning meeting" or "advisory period")? A. Yes B. No
Numerator:	Respondents who answered A for Q46
Denominator:	Respondents who answered A or B for Q46
Summary text:	Percentage of schools with set opportunities for students to check in on their emotions and connect with their peers and teacher
Variable label:	Opportunities to check in on emotions
Threshold:	All Schools=55 and By Grade Level=19
Q47_1.	During this school year, has your school provided parents with information to support parent-adolescent communication about sex? A. Yes B. No
Numerator:	Respondents who answered A for Q47_1
Denominator:	Respondents who answered A or B for Q47_1
Summary text:	Percentage of schools that have provided parents with information to support parent-adolescent communication about sex during the current school year
Variable label:	Support parent-adolescent communication about sex
Threshold:	All Schools=55 and By Grade Level=19

Q47_2. During this school year, has your school provided parents with information to support parent-adolescent communication about mental and emotional health?

A. Yes
B. No

Numerator: Respondents who answered A for Q47_2
Denominator: Respondents who answered A or B for Q47_2
Summary text: Percentage of schools that have provided parents with information to support parent-adolescent communication about mental and emotional health during the current school year
Variable label: Support parent-adolescent communication about mental and emotional health
Threshold: All Schools=55 and By Grade Level=19

Q47_3. During this school year, has your school provided parents with information to support parent-adolescent communication about other topics (e.g., substance use)?

A. Yes
B. No

Numerator: Respondents who answered A for Q47_3
Denominator: Respondents who answered A or B for Q47_3
Summary text: Percentage of schools that have provided parents with information to support parent-adolescent communication about other topics (e.g., substance use) during the current school year
Variable label: Support parent-adolescent communication about other topics
Threshold: All Schools=55 and By Grade Level=19

Q47_4. During this school year, has your school provided parents with information about how to monitor their teen (e.g., setting parental expectations, keeping track of their teen, responding when their teen breaks the rules)?

A. Yes
B. No

Numerator: Respondents who answered A for Q47_4
Denominator: Respondents who answered A or B for Q47_4
Summary text: Percentage of schools that have provided parents with information about how to monitor their teen (e.g., setting parental expectations, keeping track of their teen, responding when their teen breaks the rules) during the current school year
Variable label: How to monitor their teen
Threshold: All Schools=55 and By Grade Level=19

Q47_5. During this school year, has your school provided parents with information to support one-on-one time between adolescents and their health care providers?

A. Yes
B. No

Numerator: Respondents who answered A for Q47_5
Denominator: Respondents who answered A or B for Q47_5
Summary text: Percentage of schools that have provided parents with information to support one-on-one time between adolescents and their health care providers during the current school year
Variable label: Support one-on-one time between adolescents and their health providers
Threshold: All Schools=55 and By Grade Level=19

Q47_6. During this school year, has your school provided parents with information about physical education and physical activity programs?

A. Yes
B. No

Numerator: Respondents who answered A for Q47_6
Denominator: Respondents who answered A or B for Q47_6
Summary text: Percentage of schools that have provided parents with information about physical education and physical activity programs during the current school year
Variable label: Provide PE/physical activity program information
Threshold: All Schools=55 and By Grade Level=19

Q47_7. During this school year, has your school involved parents as school volunteers in physical education or physical activity programs?

A. Yes
B. No

Numerator: Respondents who answered A for Q47_7
Denominator: Respondents who answered A or B for Q47_7
Summary text: Percentage of schools that have involved parents as school volunteers in physical education or physical activity programs during the current school year
Variable label: Parents as volunteers in PE/physical activity programs
Threshold: All Schools=55 and By Grade Level=19

Q47_8. During this school year, has your school linked parents and families to health services and programs in the community?

A. Yes
B. No

Numerator: Respondents who answered A for Q47_8
Denominator: Respondents who answered A or B for Q47_8
Summary text: Percentage of schools that have linked parents and families to health services and programs in the community during the current school year
Variable label: Link parents and families to health services and programs in the community
Threshold: All Schools=55 and By Grade Level=19

Q47_9.	During this school year, has your school provided disease-specific education for parents and families of students with chronic health conditions (e.g., asthma, diabetes)? A. Yes B. No
Numerator:	Respondents who answered A for Q47_9
Denominator:	Respondents who answered A or B for Q47_9
Summary text:	Percentage of schools that have provided disease-specific education for parents and families of students with chronic health conditions (e.g., asthma, diabetes) during the current school year
Variable label:	Provide disease-specific education for parents and families of students with chronic health conditions
Threshold:	All Schools=55 and By Grade Level=19
Q47_10.	During this school year, has your school provided parents with information about before- or after-school programs available in the community? A. Yes B. No
Numerator:	Respondents who answered A for Q47_10
Denominator:	Respondents who answered A or B for Q47_10
Summary text:	Percentage of schools that have provided parents with information about before- or after-school programs available in the community
Variable label:	Provide information about before- or after-school programs
Threshold:	All Schools=55 and By Grade Level=19
Q47_11.	During this school year, has your school provided parents with access to information about relevant portions of school Emergency Operations Plans (EOPs) or similar plans (e.g., reunification plans, upcoming drills, emergency communication methods)? A. Yes B. No
Numerator:	Respondents who answered A for Q47_11
Denominator:	Respondents who answered A or B for Q47_11
Summary text:	Percentage of schools that have provided parents with access to information about relevant portions of school Emergency Operations Plans (EOPs) or similar plans (e.g., reunification plans, upcoming drills, emergency communication methods) during the current school year
Variable label:	Provide information about relevant portions of school EOPs
Threshold:	All Schools=55 and By Grade Level=19

Q48_1. Currently, does your school implement service-learning programs, that is, community service designed to meet specific learning objectives? (A school-based program is one that is led by the school or school district.)

A. Yes
B. No

Numerator: Respondents who answered A for Q48_1
Denominator: Respondents who answered A or B for Q48_1
Summary text: Percentage of schools that implement service-learning programs, that is, community service designed to meet specific learning objectives
Variable label: School-based service-learning program
Threshold: All Schools=55 and By Grade Level=19

Q48_2. Currently, does your school implement mentoring programs, that is, programs in which family or community members serve as role models to students or mentor students? (A school-based program is one that is led by the school or school district.)

A. Yes
B. No

Numerator: Respondents who answered A for Q48_2
Denominator: Respondents who answered A or B for Q48_2
Summary text: Percentage of schools that implement mentoring programs, that is, programs in which family or community members serve as role models to students or mentor students
Variable label: School-based mentoring program
Threshold: All Schools=55 and By Grade Level=19

Q49_1. Currently, does your school connect students to service-learning programs, that is, community service designed to meet specific learning objectives? (A community-based program is one that is led by a community organization, but to which your school refers students. Include only community-based programs that are collaborations between your school and the program.)

A. Yes
B. No

Numerator: Respondents who answered A for Q49_1
Denominator: Respondents who answered A or B for Q49_1
Summary text: Percentage of schools that connect students to service-learning programs, that is, community service designed to meet specific learning objectives
Variable label: Community-based service-learning program
Threshold: All Schools=55 and By Grade Level=19

Q49_2.	Currently, does your school connect students to mentoring programs, that is, programs in which family or community members serve as role models to students or mentor students? (A community-based program is one that is led by a community organization, but to which your school refers students. Include only community-based programs that are collaborations between your school and the program.) A. Yes B. No
Numerator:	Respondents who answered A for Q49_2
Denominator:	Respondents who answered A or B for Q49_2
Summary text:	Percentage of schools that connect students to mentoring programs, that is, programs in which family or community members serve as role models to students or mentor students
Variable label:	Community-based mentoring program
Threshold:	All Schools=55 and By Grade Level=19

2. Principal Supplemental Variables

Supplemental variables are calculated based on results from one or more than one question. The following table presents the numerator and the denominator for calculating the supplemental dichotomous variables.

SHS_PM_1807_1	
Numerator:	Respondents who answered A for any of Q39_1, Q39_3, Q39_5, Q39_6, Q39_7, Q39_8, or Q39_10
Denominator:	Respondents who answered A for any of Q39_1, Q39_3, Q39_5, Q39_6, Q39_7, Q39_8, or Q39_10 or who answered B for all of Q39_1, Q39_3, Q39_5, Q39_6, Q39_7, Q39_8, and Q39_10
Summary text:	Percentage of schools that provide sexual health services to students
Variable label:	SHS_PM_1807_1 sexual health services
Dependence:	Depends on Q39_1, Q39_3, Q39_5, Q39_6, Q39_7, Q39_8, and Q39_10
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if (Q39_1 = 1 or Q39_3 = 1 or Q39_5 = 1 or Q39_6 = 1 or Q39_7 = 1 or Q39_8 = 1 or Q39_10 = 1) then SHS_PM_1807_1 = 1; else if (Q39_1 = 2 and Q39_3 = 2 and Q39_5 = 2 and Q39_6 = 2 and Q39_7 = 2 and Q39_8 = 2 and Q39_10 = 2) then SHS_PM_1807_1 = 2;
SHS_PM_1807_2	
Numerator:	Respondents who answered A for any of Q40_1, Q40_5, Q40_7, Q40_8, Q40_9, Q40_10, or Q40_12
Denominator:	Respondents who answered A for any of Q40_1, Q40_5, Q40_7, Q40_8, Q40_9, Q40_10, or Q40_12 or who answered B for all of Q40_1, Q40_5, Q40_7, Q40_8, Q40_9, Q40_10, and Q40_12
Summary text:	Percentage of schools that provide health service referrals to students
Variable label:	SHS_PM_1807_2 sexual health referrals
Dependence:	Depends on Q40_1, Q40_5, Q40_7, Q40_8, Q40_9, Q40_10, and Q40_12
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if (Q40_1 = 1 or Q40_5 = 1 or Q40_7 = 1 or Q40_8 = 1 or Q40_9 = 1 or Q40_10 = 1 or Q40_12 = 1) then SHS_PM_1807_2 = 1; else if (Q40_1 = 2 and Q40_5 = 2 and Q40_7 = 2 and Q40_8 = 2 and Q40_9 = 2 and Q40_10 = 2 and Q40_12 = 2) then SHS_PM_1807_2 = 2;

NUT_COMP1 (formerly PM 1801 1_2a)

Numerator:	Respondents who answered B for Q30 or who answered B for all of Q31_1, Q31_2, Q31_3, Q31_5, Q31_6, Q31_10, Q31_11, and Q31_12
Denominator:	Respondents who answered B for Q30 or who answered B for all of Q31_1, Q31_2, Q31_3, Q31_5, Q31_6, Q31_10, Q31_11, and Q31_12 or who answered A for Q30 and any of Q31_1, Q31_2, Q31_3, Q31_5, Q31_6, Q31_10, Q31_11, or Q31_12
Summary text:	Percentage of schools that do not sell expanded list of less healthy foods and beverages
Variable label:	NUT_COMP1 school does not sell less healthy food
Dependence:	Depends on Q30, Q31_1, Q31_2, Q31_3, Q31_5, Q31_6, Q31_10, Q31_11, and Q31_12
Threshold:	All Schools=37 and By Grade Level=10
SAS code:	if Q30 = 2 or (Q31_1 = 2 and Q31_2 = 2 and Q31_3 = 2 and Q31_5 = 2 and Q31_6 = 2 and Q31_10 = 2 and Q31_11 = 2 and Q31_12 = 2) then NUT_COMP1 = 1; else if Q30 = 1 and (Q31_1 = 1 or Q31_2 = 1 or Q31_3 = 1 or Q31_5 = 1 or Q31_6 = 1 or Q31_10 = 1 or Q31_11 = 1 or Q31_12 = 1) then NUT_COMP1 = 2;

NUT_COMP2	
Numerator:	Respondents who answered A or E for Q29, and B for Q30 or B for all of Q31_1, Q31_2, Q31_3, Q31_5, Q31_6, Q31_10, Q31_11, Q31_12 and A for Q31_8, Q31_13, Q31_17, or Q31_18, and A for at least two of Q32_1, Q32_2, Q32_4, Q32_7, Q32_8, Q32_9, or Q32_10, and A for either Q32_5 or Q32_6, and A for Q32_12, Q32_13, and Q33_1, and A or B for Q34, and A or C for Q35_1 and Q35_2, and A or C for Q35_3, Q35_4, or Q35_5
Denominator:	Respondents who answered A or E for Q29, and B for Q30 or B for all of Q31_1, Q31_2, Q31_3, Q31_5, Q31_6, Q31_10, Q31_11, Q31_12 and A for Q31_8, Q31_13, Q31_17, or Q31_18, and A for at least two of Q32_1, Q32_2, Q32_4, Q32_7, Q32_8, Q32_9, or Q32_10, and A for either Q32_5 or Q32_6, and A for Q32_12, Q32_13, and Q33_1, and A or B for Q34, and A or C for Q35_1 and Q35_2, and A or C for Q35_3, Q35_4, or Q35_5 or who answered B, C, or D for Q29, or A for Q30 and A for any of Q31_1, Q31_2, Q31_3, Q31_5, Q31_6, Q31_10, Q31_11, Q31_12 or B for Q31_8, Q31_13, Q31_17, and Q31_18, or B for at least six of Q32_1, Q32_2, Q32_4, Q32_7, Q32_8, Q32_9, and Q32_10, or B for Q32_5 and Q32_6, or B for Q32_12, Q32_13, or Q33_1, or C for Q34, or B for Q35_1 or Q35_2, or B for Q35_3, Q35_4, and Q35_5
Summary text:	Percentage of schools that have a supportive nutrition environment
Variable label:	NUT_COMP2 supportive nutrition environment
Dependence:	Depends on Q29, Q30, Q31_1-Q31_3, Q31_5, Q31_6, Q31_8, Q31_10-Q31_13, Q31_17, Q31_18, Q32_1, Q32_2, Q32_4-Q32_10, Q33_1, Q34, and Q35_1-Q35_5
Threshold:	All Schools=37 and By Grade Level=10
SAS code:	If (Q29 = 1 or Q29 = 5) and (Q30 = 2 or ((Q31_1 = 2 and Q31_2 = 2 and Q31_3 = 2 and Q31_5 = 2 and Q31_6 = 2 and Q31_10 = 2 and Q31_11 = 2 and Q31_12 = 2) and (Q31_8 = 1 or Q31_13 = 1 or Q31_17 = 1 or Q31_18 = 1))) and (((Q32_1=1) + (Q32_2=1) + (Q32_4=1) + (Q32_7=1) + (Q32_8=1) + (Q32_9=1) + (Q32_10=1)) >= 2) and (Q32_5 = 1 or Q32_6 = 1) and (Q32_13 = 1 and Q32_12 = 1 and Q33_1 = 1) and (Q34 = 1 or Q34 = 2) and (Q35_1 in (1,3) and Q35_2 in (1,3)) and (Q35_3 in (1,3) or Q35_4 in (1,3) or Q35_5 in (1,3)) then NUT_COMP2 = 1; else if (Q29 = 2 or Q29 = 3 or Q29 = 4) or (Q30 = 1 and ((Q31_1 = 1 or Q31_2 = 1 or Q31_3 = 1 or Q31_5 = 1 or Q31_6 = 1 or Q31_10 = 1 or Q31_11 = 1 or Q31_12 = 1) or (Q31_8 = 2 and Q31_13 = 2 and Q31_17 = 2 and Q31_18 = 2))) or (((Q32_1=2) + (Q32_2 = 2) + (Q32_4 = 2) + (Q32_7 = 2) + (Q32_8 = 2) + (Q32_9 = 2) + (Q32_10 = 2)) >=6) or (Q32_5 = 2 and Q32_6 = 2) or (Q32_13 = 2 or Q32_12 = 2 or Q33_1 = 2) or (Q34 = 3) or (Q35_1 = 2 or Q35_2 = 2) or (Q35_3 = 2 and Q35_4 = 2 and Q35_5 = 2) then NUT_COMP2 = 2;

CHC_COMP	
Numerator:	Respondents who answered A for Q36, Q37, or Q38, and A for Q39_13 and Q39_15, and A for all of Q42_1-Q42_4, and Q42_7, and A for any of Q43_1-Q43_7, and A for either Q47_8 or Q47_9
Denominator:	Respondents who answered A for Q36, Q37, or Q38, and A for Q39_13 and Q39_15, and A for all of Q42_1-Q42_4, and Q42_7, and A for any of Q43_1-Q43_7, and A for either Q47_8 or Q47_9 or who answered B for Q36, Q37, and Q38, or B for Q39_13 or Q39_15, or B for any of Q42_1-Q42_4, and Q42_7, or B for all of Q43_1-Q43_7, or B for Q47_8 and Q47_9
Summary text:	Percentage of schools that have policies and practices that support students with chronic health conditions
Variable label:	CHC_COMP support students with chronic health conditions
Dependence:	Depends on Q36, Q37, Q38, Q39_13, Q39_15, Q42_1-Q42_4, Q42_7, Q43_1-Q43_7, Q47_8, Q47_9
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if (Q36 = 1 or Q37 = 1 or Q38 = 1) and (Q39_13 = 1 and Q39_15 = 1) and (Q42_1 = 1 and Q42_2 = 1 and Q42_3 = 1 and Q42_4 = 1 and Q42_7 = 1) and (Q43_1 = 1 or Q43_2 = 1 or Q43_3 = 1 or Q43_4 = 1 or Q43_5 = 1 or Q43_6 = 1 or Q43_7 = 1) and (Q47_8 = 1 or Q47_9 = 1) then CHC_COMP =1; else if (Q36 = 2 and Q37 = 2 and Q38 = 2) or (Q39_13 = 2 or Q39_15 = 2) or (Q42_1 = 2 or Q42_2 = 2 or Q42_3 = 2 or Q42_4 = 2 or Q42_7 = 2) or (Q43_1 = 2 and Q43_2 = 2 and Q43_3 = 2 and Q43_4 = 2 and Q43_5 = 2 and Q43_6 = 2 and Q43_7 = 2) or (Q47_8 = 2 and Q47_9 = 2) then CHC_COMP =2;

PA_COMP	
Numerator:	Respondents who answered A or C for Q14_1-Q14_4, and A or C for any of Q14_5, Q14_6, or Q14_7, and A for Q15_1, and A for either Q15_2 or Q15_3, and A for any of Q16_1-Q16_9, and A for either Q17 or Q18, and A for Q19, Q20_1, or Q20_2, and A for Q21_1, Q47_6, or Q47_7
Denominator:	Respondents who answered A or C for Q14_1-Q14_4, and A or C for any of Q14_5, Q14_6, or Q14_7, and A for Q15_1, and A for either Q15_2 or Q15_3, and A for any of Q16_1-Q16_9, and A for either Q17 or Q18, and A for Q19, Q20_1, or Q20_2, and A for Q21_1, Q47_6, or Q47_7 or who answered B for Q14_1, Q14_2, Q14_3, or Q14_4, or B for all of Q14_5, Q14_6, and Q14_7, or B for Q15_1, or B for Q15_2 and Q15_3, or B for all of Q16_1-Q16_9, or B for Q17 and Q18, or B for Q19, Q20_1, and Q20_2, or B for Q21_1, Q47_6, and Q47_7
Summary text:	Percentage of schools that have implemented a Comprehensive School Physical Activity Program (CSPAP)
Variable label:	PA_COMP CSPAP implementation
Dependence:	Depends on Q14_1-Q14_7, Q15_1-Q15_3, Q16_1-Q16_9, Q17, Q18, Q19, Q20_1, Q20_2, Q21_1, Q47_6, and Q47_7
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if (Q14_1 in (1,3) and Q14_2 in (1,3) and Q14_3 in (1,3) and Q14_4 in (1,3)) and (Q14_5 in (1,3) or Q14_6 in (1,3) or Q14_7 in (1,3)) and Q15_1 = 1 and (Q15_2 = 1 or Q15_3 = 1) and (Q16_1 = 1 or Q16_2 = 1 or Q16_3 = 1 or Q16_4 = 1 or Q16_5 = 1 or Q16_6 = 1 or Q16_7 = 1 or Q16_8 = 1 or Q16_9 = 1) and (Q17 = 1 or Q18 = 1) and (Q19 = 1 or Q20_1 = 1 or Q20_2 = 1) and (Q21_1 = 1 or Q47_6 = 1 or Q47_7 = 1) then PA_COMP = 1; else if (Q14_1 = 2 or Q14_2 = 2 or Q14_3 = 2 or Q14_4 = 2) or (Q14_5 = 2 and Q14_6 = 2 and Q14_7 = 2) or Q15_1 = 2 or (Q15_2 = 2 and Q15_3 = 2) or (Q16_1 = 2 and Q16_2 = 2 and Q16_3 = 2 and Q16_4 = 2 and Q16_5 = 2 and Q16_6 = 2 and Q16_7 = 2 and Q16_8 = 2 and Q16_9 = 2) or (Q17 = 2 and Q18 = 2) or (Q19 = 2 and Q20_1 = 2 and Q20_2 = 2) or (Q21_1 = 2 and Q47_6 = 2 and Q47_7 = 2) then PA_COMP = 2;

SSE_PM_1807_4	
Numerator:	Respondents who answered A for Q48_1, Q48_2, Q49_1, or Q49_2
Denominator:	Respondents who answered A for Q48_1, Q48_2, Q49_1, or Q49_2 or who answered B for Q48_1, Q48_2, Q49_1, and Q49_2
Summary text:	Percentage of schools with service-learning and mentoring programs
Variable label:	SSE_PM_1807_4 service-learning and mentoring programs
Dependence:	Depends on Q48_1, Q48_2, Q49_1, and Q49_2
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q48_1 = 1 or Q48_2 = 1 or Q49_1 = 1 or Q49_2 = 1 then SSE_PM_1807_4 = 1; else if Q48_1 = 2 and Q48_2 = 2 and Q49_1 = 2 and Q49_2 = 2 then SSE_PM_1807_4 = 2;

Q27N	
Numerator:	Respondents who answered A for all of Q25_1, Q25_2, Q25_3, Q25_4, Q26_1, Q26_2, Q27_1, Q27_2, Q27_3, and Q27_4
Denominator:	Respondents who answered A for all of Q25_1, Q25_2, Q25_3, Q25_4, Q26_1, Q26_2, Q27_1, Q27_2, Q27_3, and Q27_4 or who answered B for any of Q25_1, Q25_2, Q25_3, Q25_4, Q26_1, Q26_2, Q27_1, Q27_2, Q27_3, or Q27_4 or who answered B for Q24
Summary text:	Percentage of schools that follow a policy that mandates a "tobacco-free environment." A "tobacco-free environment" is one that prohibits tobacco use by students, staff, and visitors in school buildings, at school functions, in school vehicles, on school grounds, and at off-site school events, applicable 24 hours a day and seven days a week
Variable label:	Tobacco-free school environment
Dependence:	Depends on Q25 (a, b, c, and d), Q26 (a and b), Q27 (a, b, c, and d) and Q24
Threshold:	All Schools=37 and By Grade Level=10

SAS code:	if Q25_1_1=1 and Q25_1_2=1 and Q25_1_3=1 and Q25_2_1=1 and Q25_2_2=1 and Q25_2_3=1 and Q25_3_1=1 and Q25_3_2=1 and Q25_3_3=1 and Q25_4_1=1 and Q25_4_2=1 and Q25_4_3=1 and Q26_1_1=1 and Q26_1_2=1 and Q26_1_3=1 and Q26_2_1=1 and Q26_2_2=1 and Q26_2_3=1 and Q27_1_1=1 and Q27_1_2=1 and Q27_1_3=1 and Q27_2_1=1 and Q27_2_2=1 and Q27_2_3=1 and Q27_3_1=1 and Q27_3_2=1 and Q27_3_3=1 and Q27_4_1=1 and Q27_4_2=1 and Q27_4_3=1
	then Q27N = 1;
	else if Q25_1_1=2 or Q25_1_2=2 or Q25_1_3=2 or Q25_2_1=2 or Q25_2_2=2 or Q25_2_3=2 or Q25_3_1=2 or Q25_3_2=2 or Q25_3_3=2 or Q25_4_1=2 or Q25_4_2=2 or Q25_4_3=2 or Q26_1_1=2 or Q26_1_2=2 or Q26_1_3=2 or Q26_2_1=2 or Q26_2_2=2 or Q26_2_3=2 or Q27_1_1=2 or Q27_1_2=2 or Q27_1_3=2 or Q27_2_1=2 or Q27_2_2=2 or Q27_2_3=2 or Q27_3_1=2 or Q27_3_2=2 or Q27_3_3=2 or Q27_4_1=2 or Q27_4_2=2 or Q27_4_3=2 or Q24 = 2
	then Q27N = 2;

TOBVAPE	
Numerator:	Respondents who answered A for all of Q25_1, Q25_2, Q25_3, Q25_4, Q25_5, Q26_1, Q26_2, Q27_1, Q27_2, Q27_3, and Q27_4
Denominator:	Respondents who answered A for all of Q25_1, Q25_2, Q25_3, Q25_4, Q25_5, Q26_1, Q26_2, Q27_1, Q27_2, Q27_3, and Q27_4 or who answered B for any of Q25_1, Q25_2, Q25_3, Q25_4, Q25_5, Q26_1, Q26_2, Q27_1, Q27_2, Q27_3, or Q27_4 or who answered B for Q24
Summary text:	Percentage of schools that follow a policy that mandates a "tobacco-free environment" including prohibiting electronic vapor products. A "tobacco-free environment" is one that prohibits tobacco and EVP use by students, staff, and visitors in school buildings, at school functions, in school vehicles, on school grounds, and at off-site school events, applicable 24 hours a day and seven days a week
Variable label:	Tobacco-free school environment EVP
Dependence:	Depends on Q25 (a, b, c, d, and e), Q26 (a and b), Q27 (a, b, c, and d) and Q24
Threshold:	All Schools=37 and By Grade Level=10
SAS code:	if Q25_1_1=1 and Q25_1_2=1 and Q25_1_3=1 and Q25_2_1=1 and Q25_2_2=1 and Q25_2_3=1 and Q25_3_1=1 and Q25_3_2=1 and Q25_3_3=1 and Q25_4_1=1 and Q25_4_2=1 and Q25_4_3=1 and Q25_5_1=1 and Q25_5_2=1 and Q25_5_3=1 and Q26_1_1=1 and Q26_1_2=1 and Q26_1_3=1 and Q26_2_1=1 and Q26_2_2=1 and Q26_2_3=1 and Q27_1_1=1 and Q27_1_2=1 and Q27_1_3=1 and Q27_2_1=1 and Q27_2_2=1 and Q27_2_3=1 and Q27_3_1=1 and Q27_3_2=1 and Q27_3_3=1 and Q27_4_1=1 and Q27_4_2=1 and Q27_4_3=1 then TOBVAPE = 1; else if Q25_1_1=2 or Q25_1_2=2 or Q25_1_3=2 or Q25_2_1=2 or Q25_2_2=2 or Q25_2_3=2 or Q25_3_1=2 or Q25_3_2=2 or Q25_3_3=2 or Q25_4_1=2 or Q25_4_2=2 or Q25_4_3=2 or Q25_5_1=2 or Q25_5_2=2 or Q25_5_3=2 or Q26_1_1=2 or Q26_1_2=2 or Q26_1_3=2 or Q26_2_1=2 or Q26_2_2=2 or Q26_2_3=2 or Q27_1_1=2 or Q27_1_2=2 or Q27_1_3=2 or Q27_2_1=2 or Q27_2_2=2 or Q27_2_3=2 or Q27_3_1=2 or Q27_3_2=2 or Q27_3_3=2 or Q27_4_1=2 or Q27_4_2=2 or Q27_4_3=2 or Q24 = 2 then TOBVAPE = 2;
Q34N	
Numerator:	Respondents who answered A or B for Q34
Denominator:	Respondents who answered A, B, or C for Q34
Summary text:	Percentage of schools that permit students to have a drinking water bottle with them in either all locations or certain locations during the school day
Variable label:	Water bottle permitted
Dependence:	Depends on Q34
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q34 in (1,2) then Q34N=1; else if Q34 = 3 then Q34N=2;

3. Lead Health Education Teacher Standard Variables

Each standard question can be analyzed as a dichotomous variable. The dichotomous variables present the percentage of lead health education teachers answering the predetermined response of interest (ROI). Teachers answering the ROI are in the numerator. The denominator is either all teachers or a subset of teachers who have indicated in the current questionnaire that the school meets a certain criterion. Teachers must have provided valid data to be included in any dichotomous variable calculations. Teachers with missing responses or who had their answers cleaned during consistency editing are not included. The dichotomous variable results are presented in the tables and bar charts in each site's report.

The following table provides the question and response options for each survey variable and the derivation of its dichotomous variable. The numerator and the denominator of the dichotomous variable are defined below the survey variable. The summary text appearing in the title of the tables for each dichotomous variable is also listed. The threshold for reporting frequencies and percentages is provided. The thresholds for reporting depend on whether the survey used a census or a sample of schools, whether the result is reported by grade level category or for all schools, and whether there is a skip pattern that involves the question being processed. When the denominator frequency of the dichotomous variable is less than the threshold, data are suppressed for reporting. The thresholds in the following table pertain to a sample of schools. For a census, there is no threshold for reporting results for all schools; the threshold is 10 for reporting results by grade level category.

Q1_1. Is a required health education course taught in grade 6 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator: Respondents who answered A for Q1_1
Denominator: Respondents who answered A or B for Q1_1. Respondents who answered C for Q1_1 are excluded.
Summary text: Percentage of schools that taught a required health education course in grade 6*
Footnote: *Among schools with students in that grade.
Variable label: HE required in grade 6
Threshold: All Schools=37 and By Grade Level=10

Q1_2. Is a required health education course taught in grade 7 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator: Respondents who answered A for Q1_2
Denominator: Respondents who answered A or B for Q1_2. Respondents who answered C for Q1_2 are excluded.
Summary text: Percentage of schools that taught a required health education course in grade 7*
Footnote: *Among schools with students in that grade.
Variable label: HE required in grade 7
Threshold: All Schools=37 and By Grade Level=10

Q1_3. Is a required health education course taught in grade 8 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator: Respondents who answered A for Q1_3
Denominator: Respondents who answered A or B for Q1_3. Respondents who answered C for Q1_3 are excluded.
Summary text: Percentage of schools that taught a required health education course in grade 8*
Footnote: *Among schools with students in that grade.
Variable label: HE required in grade 8
Threshold: All Schools=37 and By Grade Level=10

Q1_4. Is a required health education course taught in grade 9 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator:	Respondents who answered A for Q1_4
Denominator:	Respondents who answered A or B for Q1_4. Respondents who answered C for Q1_4 are excluded.
Summary text:	Percentage of schools that taught a required health education course in grade 9*
Footnote:	*Among schools with students in that grade.
Variable label:	HE required in grade 9
Threshold:	All Schools=37 and By Grade Level=10

Q1_5. Is a required health education course taught in grade 10 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator:	Respondents who answered A for Q1_5
Denominator:	Respondents who answered A or B for Q1_5. Respondents who answered C for Q1_5 are excluded.
Summary text:	Percentage of schools that taught a required health education course in grade 10*
Footnote:	*Among schools with students in that grade.
Variable label:	HE required in grade 10
Threshold:	All Schools=37 and By Grade Level=10

Q1_6. Is a required health education course taught in grade 11 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator:	Respondents who answered A for Q1_6
Denominator:	Respondents who answered A or B for Q1_6. Respondents who answered C for Q1_6 are excluded.
Summary text:	Percentage of schools that taught a required health education course in grade 11*
Footnote:	*Among schools with students in that grade.
Variable label:	HE required in grade 11
Threshold:	All Schools=37 and By Grade Level=10

Q1_7. Is a required health education course taught in grade 12 in your school?

A. Yes
B. No
C. Grade not taught in your school

Numerator: Respondents who answered A for Q1_7
Denominator: Respondents who answered A or B for Q1_7. Respondents who answered C for Q1_7 are excluded.
Summary text: Percentage of schools that taught a required health education course in grade 12*
Footnote: *Among schools with students in that grade.
Variable label: HE required in grade 12
Threshold: All Schools=37 and By Grade Level=10

Q2_1. Are those who teach health education at your school provided with goals, objectives, and expected outcomes for health education?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q2_1
Denominator: Respondents who answered A or B for Q2_1
Summary text: Percentage of schools in which those who teach health education are provided with goals, objectives, and expected outcomes for health education*
Footnote: *Among schools that teach health education. Respondents that answered C for Q2_1 are excluded.
Variable label: Provided goals for health education
Threshold: All Schools=55 and By Grade Level=19

Q2_2. Are those who teach health education at your school provided with a chart describing the annual scope and sequence of instruction for health education?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q2_2
Denominator: Respondents who answered A or B for Q2_2
Summary text: Percentage of schools in which those who teach health education are provided with a chart describing the annual scope and sequence of instruction for health education*
Footnote: *Among schools that teach health education. Respondents that answered C for Q2_2 are excluded.
Variable label: Provided a chart for health education
Threshold: All Schools=55 and By Grade Level=19

Q2_3. Are those who teach health education at your school provided with plans for how to assess student performance in health education?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q2_3
Denominator: Respondents who answered A or B for Q2_3
Summary text: Percentage of schools in which those who teach health education are provided with plans for how to assess student performance in health education*
Footnote: *Among schools that teach health education. Respondents that answered C for Q2_3 are excluded.
Variable label: Provided plans for how to assess student performance in health education
Threshold: All Schools=55 and By Grade Level=19

Q2_4. Are those who teach health education at your school provided with a written health education curriculum?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q2_4
Denominator: Respondents who answered A or B for Q2_4
Summary text: Percentage of schools in which those who teach health education are provided with a written health education curriculum*
Footnote: *Among schools that teach health education. Respondents that answered C for Q2_4 are excluded.
Variable label: Provided a written health education curriculum
Threshold: All Schools=55 and By Grade Level=19

Q2_5. Are those who teach health education at your school provided with written instructional competencies for health education teachers (i.e., the essential knowledge and skills teachers need to be effective educators)?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q2_5
Denominator: Respondents who answered A or B for Q2_5
Summary text: Percentage of schools in which those who teach health education are provided with written instructional competencies for health education teachers (i.e., the essential knowledge and skills teachers need to be effective educators)*
Footnote: *Among schools that teach health education. Respondents that answered C for Q2_5 are excluded.
Variable label: Provided written instructional competencies for health education teachers
Threshold: All Schools=55 and By Grade Level=19

Q3_1. Does your health education curriculum address comprehending concepts related to health promotion and disease prevention to enhance health?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q3_1
Denominator: Respondents who answered A, B, or C for Q3_1
Summary text: Percentage of schools in which the health education curriculum addresses comprehending concepts related to health promotion and disease prevention to enhance health
Variable label: HE addresses comprehending concepts
Threshold: All Schools=55 and By Grade Level=19

Q3_2. Does your health education curriculum address analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q3_2
Denominator: Respondents who answered A, B, or C for Q3_2
Summary text: Percentage of schools in which the health education curriculum addresses analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors
Variable label: HE addresses analyzing the influence of family and other factors on health behaviors
Threshold: All Schools=55 and By Grade Level=19

Q3_3. Does your health education curriculum address accessing valid information and products and services to enhance health?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q3_3
Denominator: Respondents who answered A, B, or C for Q3_3
Summary text: Percentage of schools in which the health education curriculum addresses accessing valid information and products and services to enhance health
Variable label: HE addresses accessing valid information to enhance health
Threshold: All Schools=55 and By Grade Level=19

Q3_4. Does your health education curriculum address using interpersonal communication skills to enhance health and avoid or reduce health risks?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q3_4
Denominator: Respondents who answered A, B, or C for Q3_4
Summary text: Percentage of schools in which the health education curriculum addresses using interpersonal communication skills to enhance health and avoid or reduce health risks
Variable label: HE addresses interpersonal communication skills to enhance health
Threshold: All Schools=55 and By Grade Level=19

Q3_5. Does your health education curriculum address using decision-making skills to enhance health?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q3_5
Denominator: Respondents who answered A, B, or C for Q3_5
Summary text: Percentage of schools in which the health education curriculum addresses using decision-making skills to enhance health
Variable label: HE addresses decision-making skills to enhance health
Threshold: All Schools=55 and By Grade Level=19

Q3_6. Does your health education curriculum address using goal-setting skills to enhance health?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q3_6
Denominator: Respondents who answered A, B, or C for Q3_6
Summary text: Percentage of schools in which the health education curriculum addresses using goal-setting skills to enhance health
Variable label: HE addresses goal-setting skills to enhance health
Threshold: All Schools=55 and By Grade Level=19

Q3_7. Does your health education curriculum address practicing health-enhancing behaviors to avoid or reduce risks?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q3_7
Denominator: Respondents who answered A, B, or C for Q3_7
Summary text: Percentage of schools in which the health education curriculum addresses practicing health-enhancing behaviors to avoid or reduce risks
Variable label: HE addresses health-enhancing behaviors
Threshold: All Schools=55 and By Grade Level=19

Q3_8. Does your health education curriculum address advocating for personal, family, and community health?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q3_8
Denominator: Respondents who answered A, B, or C for Q3_8
Summary text: Percentage of schools in which the health education curriculum addresses advocating for personal, family, and community health
Variable label: HE addresses advocating for health
Threshold: All Schools=55 and By Grade Level=19

Q4_1. Are those who teach sexual health education at your school provided with an approved health education scope and sequence that includes learning objectives, outcomes, and content to guide sexual health education instruction?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q4_1
Denominator: Respondents who answered A or B for Q4_1. Respondents who answered C for Q4_1 are excluded.
Summary text: Percentage of schools in which those who teach sexual health education are provided with an approved health education scope and sequence that includes learning objectives, outcomes, and content to guide sexual health education instruction*
Footnote: *Among schools that teach sexual health education.
Variable label: Sex ed materials – approved health education scope and sequence
Threshold: All Schools=55 and By Grade Level=19

Q4_2. Are those who teach sexual health education at your school provided with a written health education curriculum that includes objectives and content addressing sexual health education?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q4_2
Denominator: Respondents who answered A or B for Q4_2. Respondents who answered C for Q4_2 are excluded.
Summary text: Percentage of schools in which those who teach sexual health education are provided with a written health education curriculum that includes objectives and content addressing sexual health education*
Footnote: *Among schools that teach sexual health education.
Variable label: Sex ed materials – written health education curriculum
Threshold: All Schools=55 and By Grade Level=19

Q4_3. Are those who teach sexual health education at your school provided with teacher pacing guides for sexual health education (i.e., schedules that regulate a teacher's pace of the unit or curriculum)?

A. Yes
B. No
C. NA

Numerator:	Respondents who answered A for Q4_3
Denominator:	Respondents who answered A or B for Q4_3. Respondents who answered C for Q4_3 are excluded.
Summary text:	Percentage of schools in which those who teach sexual health education are provided with teacher pacing guides for sexual health education (i.e., schedules that regulate a teacher's pace of the unit or curriculum)*
Footnote:	*Among schools that teach sexual health education.
Variable label:	Sex ed materials – teacher pacing guides
Threshold:	All Schools=55 and By Grade Level=19

Q4_4. Are those who teach sexual health education at your school provided with teaching resources (e.g., lesson plans, handouts) to support sexual health education instruction?

A. Yes
B. No
C. NA

Numerator:	Respondents who answered A for Q4_4
Denominator:	Respondents who answered A or B for Q4_4. Respondents who answered C for Q4_4 are excluded.
Summary text:	Percentage of schools in which those who teach sexual health education are provided with teaching resources (e.g., lesson plans, handouts) to support sexual health education instruction*
Footnote:	*Among schools that teach sexual health education.
Variable label:	Sex ed materials – teaching resources
Threshold:	All Schools=55 and By Grade Level=19

Q4_5. Are those who teach sexual health education at your school provided with strategies that are age-appropriate, relevant, and actively engage students in learning?

A. Yes
B. No
C. NA

Numerator:	Respondents who answered A for Q4_5
Denominator:	Respondents who answered A or B for Q4_5. Respondents who answered C for Q4_5 are excluded.
Summary text:	Percentage of schools in which those who teach sexual health education are provided with strategies that are age-appropriate, relevant, and actively engage students in learning*
Footnote:	*Among schools that teach sexual health education.
Variable label:	Sex ed materials – strategies that engage students in learning
Threshold:	All Schools=55 and By Grade Level=19

Q4_6. Are those who teach sexual health education at your school provided with methods to assess student knowledge and skills related to sexual health education?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q4_6
Denominator: Respondents who answered A or B for Q4_6. Respondents who answered C for Q4_6 are excluded.
Summary text: Percentage of schools in which those who teach sexual health education are provided with methods to assess student knowledge and skills related to sexual health education*
Footnote: *Among schools that teach sexual health education.
Variable label: Sex ed materials - methods to assess student knowledge and skills
Threshold: All Schools=55 and By Grade Level=19

Q5_1. Does your school notify parents or guardians before students receive instruction on pregnancy prevention, HIV prevention, other STI prevention, or human sexuality?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q5_1
Denominator: Respondents who answered A or B for Q5_1. Respondents who answered C for any of Q4_1-Q4_6 are excluded.
Summary text: Percentage of schools that notify parents or guardians before students receive instruction on pregnancy prevention, HIV prevention, other STI prevention, or human sexuality*
Footnote: *Among schools that teach sexual health education.
Variable label: Sex ed practice - notify parents or guardians before students receive instruction
Threshold: All Schools=55 and By Grade Level=19

Q5_2. Does your school require parent or guardian consent (e.g., through permission or opt-out forms) before students receive instruction on pregnancy prevention, HIV prevention, other STI prevention, or human sexuality?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q5_2
Denominator: Respondents who answered A or B for Q5_2. Respondents who answered C for any of Q4_1-Q4_6 are excluded.
Summary text: Percentage of schools that require parent or guardian consent (e.g., through permission or opt-out forms) before students receive instruction on pregnancy prevention, HIV prevention, other STI prevention, or human sexuality*
Footnote: *Among schools that teach sexual health education.
Variable label: Sex ed practice - require parent or guardian consent before students receive instruction
Threshold: All Schools=55 and By Grade Level=19

Q5_3. Does your school allow the use of waivers, exemptions, or substitutions for instruction about pregnancy prevention, HIV prevention, other STI prevention, or human sexuality?

A. Yes
B. No
C. NA

Numerator:	Respondents who answered A for Q5_3
Denominator:	Respondents who answered A or B for Q5_3. Respondents who answered C for any of Q4_1-Q4_6 are excluded.
Summary text:	Percentage of schools that allow the use of waivers, exemptions, or substitutions for instruction about pregnancy prevention, HIV prevention, other STI prevention, or human sexuality*
Footnote:	*Among schools that teach sexual health education.
Variable label:	Sex ed practice - allow the use of waivers, exemptions, or substitutions for instruction
Threshold:	All Schools=55 and By Grade Level=19

Q6_1. During this school year, have teachers in your school tried to increase student knowledge on alcohol- or other drug-use prevention in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_1
Denominator:	Respondents who answered A or B for Q6_1
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on alcohol- or other drug-use prevention in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught alcohol/other drug-use prevention
Threshold:	All Schools=55 and By Grade Level=19

Q6_2. During this school year, have teachers in your school tried to increase student knowledge on asthma in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_2
Denominator:	Respondents who answered A or B for Q6_2
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on asthma in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught asthma
Threshold:	All Schools=55 and By Grade Level=19

Q6_3. During this school year, have teachers in your school tried to increase student knowledge on chronic disease prevention (e.g., diabetes, obesity prevention) in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_3
Denominator:	Respondents who answered A or B for Q6_3
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on chronic disease prevention (e.g., diabetes, obesity prevention) in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught chronic disease prevention
Threshold:	All Schools=55 and By Grade Level=19

Q6_4. During this school year, have teachers in your school tried to increase student knowledge on epilepsy or seizure disorder in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_4
Denominator:	Respondents who answered A or B for Q6_4
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on epilepsy or seizure disorder in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught epilepsy or seizure disorder
Threshold:	All Schools=55 and By Grade Level=19

Q6_5. During this school year, have teachers in your school tried to increase student knowledge on food allergies in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_5
Denominator:	Respondents who answered A or B for Q6_5
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on food allergies in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught food allergies
Threshold:	All Schools=55 and By Grade Level=19

Q6_6. During this school year, have teachers in your school tried to increase student knowledge on foodborne illness prevention in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q6_6
Denominator: Respondents who answered A or B for Q6_6
Summary text: Percentage of schools in which teachers tried to increase student knowledge on foodborne illness prevention in a required course in any of grades 6 through 12 during the current school year
Variable label: Taught foodborne illness prevention
Threshold: All Schools=55 and By Grade Level=19

Q6_7. During this school year, have teachers in your school tried to increase student knowledge on human immunodeficiency virus (HIV) prevention in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q6_7
Denominator: Respondents who answered A or B for Q6_7
Summary text: Percentage of schools in which teachers tried to increase student knowledge on human immunodeficiency virus (HIV) prevention in a required course in any of grades 6 through 12 during the current school year
Variable label: Taught HIV prevention
Threshold: All Schools=55 and By Grade Level=19

Q6_8. During this school year, have teachers in your school tried to increase student knowledge on human sexuality in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q6_8
Denominator: Respondents who answered A or B for Q6_8
Summary text: Percentage of schools in which teachers tried to increase student knowledge on human sexuality in a required course in any of grades 6 through 12 during the current school year
Variable label: Taught human sexuality
Threshold: All Schools=55 and By Grade Level=19

Q6_9. During this school year, have teachers in your school tried to increase student knowledge on infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention) in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_9
Denominator:	Respondents who answered A or B for Q6_9
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention) in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught infectious disease prevention
Threshold:	All Schools=55 and By Grade Level=19

Q6_10. During this school year, have teachers in your school tried to increase student knowledge on injury prevention and safety in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_10
Denominator:	Respondents who answered A or B for Q6_10
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on injury prevention and safety in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught injury prevention and safety
Threshold:	All Schools=55 and By Grade Level=19

Q6_11. During this school year, have teachers in your school tried to increase student knowledge on mental and emotional health in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_11
Denominator:	Respondents who answered A or B for Q6_11
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on mental and emotional health in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught mental and emotional health
Threshold:	All Schools=55 and By Grade Level=19

Q6_12. During this school year, have teachers in your school tried to increase student knowledge on nutrition and dietary behavior in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_12
Denominator:	Respondents who answered A or B for Q6_12
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on nutrition and dietary behavior in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught nutrition and dietary behavior
Threshold:	All Schools=55 and By Grade Level=19

Q6_13. During this school year, have teachers in your school tried to increase student knowledge on physical activity and fitness in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_13
Denominator:	Respondents who answered A or B for Q6_13
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on physical activity and fitness in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught physical activity and fitness
Threshold:	All Schools=55 and By Grade Level=19

Q6_14. During this school year, have teachers in your school tried to increase student knowledge on pregnancy prevention in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_14
Denominator:	Respondents who answered A or B for Q6_14
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on pregnancy prevention in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught pregnancy prevention
Threshold:	All Schools=55 and By Grade Level=19

Q6_15. During this school year, have teachers in your school tried to increase student knowledge on sexually transmitted infection (STI) prevention in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_15
Denominator:	Respondents who answered A or B for Q6_15
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on sexually transmitted infection (STI) prevention in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught STI prevention
Threshold:	All Schools=55 and By Grade Level=19

Q6_16. During this school year, have teachers in your school tried to increase student knowledge on sleep health (e.g., how much sleep students need, good sleeping habits) in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_16
Denominator:	Respondents who answered A or B for Q6_16
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on sleep health (e.g., how much sleep students need, good sleeping habits) in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught sleep health
Threshold:	All Schools=55 and By Grade Level=19

Q6_17. During this school year, have teachers in your school tried to increase student knowledge on suicide prevention in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_17
Denominator:	Respondents who answered A or B for Q6_17
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on suicide prevention in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught suicide prevention
Threshold:	All Schools=55 and By Grade Level=19

Q6_18. During this school year, have teachers in your school tried to increase student knowledge on tobacco-use prevention or cessation in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_18
Denominator:	Respondents who answered A or B for Q6_18
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on tobacco-use prevention or cessation in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught tobacco-use prevention or cessation
Threshold:	All Schools=55 and By Grade Level=19

Q6_19. During this school year, have teachers in your school tried to increase student knowledge on violence prevention (e.g., bullying, fighting, dating violence prevention) in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q6_19
Denominator:	Respondents who answered A or B for Q6_19
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on violence prevention (e.g., bullying, fighting, dating violence prevention) in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught violence prevention
Threshold:	All Schools=55 and By Grade Level=19

Q7_2. During this school year, have teachers in your school tried to increase student knowledge on social factors that influence health (e.g., access to education, food and housing stability, transportation, employment) in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q7_2
Denominator:	Respondents who answered A or B for Q7_2
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on social factors that influence health (e.g., access to education, food and housing stability, transportation, employment) in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught social factors that influence health
Threshold:	All Schools=55 and By Grade Level=19

Q7_3. During this school year, have teachers in your school tried to increase student knowledge on combating stressors (e.g., discrimination, harassment, stereotypes) that negatively impact health in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q7_3
Denominator:	Respondents who answered A or B for Q7_3
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on combating stressors (e.g., discrimination, harassment, stereotypes) that negatively impact health in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught combating stressors
Threshold:	All Schools=55 and By Grade Level=19

Q7_4. During this school year, have teachers in your school tried to increase student knowledge on identifying systems of oppression (e.g., systemic racism) that hinder groups from accessing resources and privileges available to others in a required course in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q7_4
Denominator:	Respondents who answered A or B for Q7_4
Summary text:	Percentage of schools in which teachers tried to increase student knowledge on identifying systems of oppression (e.g., systemic racism) that hinder groups from accessing resources and privileges available to others in a required course in any of grades 6 through 12 during the current school year
Variable label:	Taught identifying systems of oppression
Threshold:	All Schools=55 and By Grade Level=19

Q8_1. During this school year, did teachers in your school provide positive examples of a diversity of racial and ethnic people and relationships (e.g., family, peer, or romantic) in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q8_1
Denominator:	Respondents who answered A or B for Q8_1
Summary text:	Percentage of schools in which teachers provided positive examples of a diversity of racial and ethnic people and relationships (e.g., family, peer, or romantic) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Inclusive practice - provided positive examples of a diversity of racial and ethnic people and relationships
Threshold:	All Schools=55 and By Grade Level=19

Q8_2. During this school year, did teachers in your school encourage students to respect others' racial and ethnic identities in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q8_2
Denominator:	Respondents who answered A or B for Q8_2
Summary text:	Percentage of schools in which teachers encouraged students to respect others' racial and ethnic identities in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Inclusive practice - encouraged students to respect others' racial and ethnic identities
Threshold:	All Schools=55 and By Grade Level=19

Q9_1. During this school year, did teachers in your school teach identifying tobacco products and the harmful substances they contain in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_1
Denominator:	Respondents who answered A or B for Q9_1
Summary text:	Percentage of schools in which teachers taught identifying tobacco products and the harmful substances they contain in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught tobacco products and harmful substances
Threshold:	All Schools=55 and By Grade Level=19

Q9_2. During this school year, did teachers in your school teach identifying short- and long-term health consequences of tobacco product use in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_2
Denominator:	Respondents who answered A or B for Q9_2
Summary text:	Percentage of schools in which teachers taught identifying short- and long-term health consequences of tobacco product use in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught health consequences of tobacco product use
Threshold:	All Schools=55 and By Grade Level=19

Q9_3. During this school year, did teachers in your school teach identifying social, economic, and cosmetic consequences of tobacco product use in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_3
Denominator:	Respondents who answered A or B for Q9_3
Summary text:	Percentage of schools in which teachers taught identifying social, economic, and cosmetic consequences of tobacco product use in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught consequences of tobacco product use
Threshold:	All Schools=55 and By Grade Level=19

Q9_4. During this school year, did teachers in your school teach understanding the addictive nature of nicotine in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_4
Denominator:	Respondents who answered A or B for Q9_4
Summary text:	Percentage of schools in which teachers taught understanding the addictive nature of nicotine in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught addictive nature of nicotine
Threshold:	All Schools=55 and By Grade Level=19

Q9_5. During this school year, did teachers in your school teach effects of nicotine on the adolescent brain in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q9_5
Denominator: Respondents who answered A or B for Q9_5
Summary text: Percentage of schools in which teachers taught effects of nicotine on the adolescent brain in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught effects of nicotine on the adolescent brain
Threshold: All Schools=55 and By Grade Level=19

Q9_6. During this school year, did teachers in your school teach effects of tobacco product use on athletic performance in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q9_6
Denominator: Respondents who answered A or B for Q9_6
Summary text: Percentage of schools in which teachers taught effects of tobacco product use on athletic performance in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught effects of tobacco product use on athletic performance
Threshold: All Schools=55 and By Grade Level=19

Q9_7. During this school year, did teachers in your school teach effects of second-hand smoke and benefits of a smoke-free environment in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q9_7
Denominator: Respondents who answered A or B for Q9_7
Summary text: Percentage of schools in which teachers taught effects of second-hand smoke and benefits of a smoke-free environment in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught effects of second-hand smoke
Threshold: All Schools=55 and By Grade Level=19

Q9_8. During this school year, did teachers in your school teach understanding the social influences on tobacco product use, including media, family, peers, and culture in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_8
Denominator:	Respondents who answered A or B for Q9_8
Summary text:	Percentage of schools in which teachers taught understanding the social influences on tobacco product use, including media, family, peers, and culture in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught social influences on tobacco product use
Threshold:	All Schools=55 and By Grade Level=19

Q9_9. During this school year, did teachers in your school teach identifying reasons why students do and do not use tobacco products in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_9
Denominator:	Respondents who answered A or B for Q9_9
Summary text:	Percentage of schools in which teachers taught identifying reasons why students do and do not use tobacco products in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught tobacco product use reasons
Threshold:	All Schools=55 and By Grade Level=19

Q9_10. During this school year, did teachers in your school teach making accurate assessments of how many peers use tobacco products in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_10
Denominator:	Respondents who answered A or B for Q9_10
Summary text:	Percentage of schools in which teachers taught making accurate assessments of how many peers use tobacco products in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught assessments of number of peers use tobacco products
Threshold:	All Schools=55 and By Grade Level=19

Q9_11. During this school year, did teachers in your school teach using interpersonal communication skills to avoid tobacco product use (e.g., refusal skills, assertiveness) in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_11
Denominator:	Respondents who answered A or B for Q9_11
Summary text:	Percentage of schools in which teachers taught using interpersonal communication skills to avoid tobacco product use (e.g., refusal skills, assertiveness) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught interpersonal communication skills to avoid tobacco product use
Threshold:	All Schools=55 and By Grade Level=19

Q9_12. During this school year, did teachers in your school teach using goal-setting and decision-making skills related to not using tobacco products in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_12
Denominator:	Respondents who answered A or B for Q9_12
Summary text:	Percentage of schools in which teachers taught using goal-setting and decision-making skills related to not using tobacco products in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught goal-setting skills to avoid tobacco product use
Threshold:	All Schools=55 and By Grade Level=19

Q9_13. During this school year, did teachers in your school teach finding valid information and services related to tobacco-use prevention and cessation in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_13
Denominator:	Respondents who answered A or B for Q9_13
Summary text:	Percentage of schools in which teachers taught finding valid information and services related to tobacco-use prevention and cessation in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught information on tobacco-use prevention and cessation
Threshold:	All Schools=55 and By Grade Level=19

Q9_14. During this school year, did teachers in your school teach supporting others who abstain from or want to quit using tobacco products in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_14
Denominator:	Respondents who answered A or B for Q9_14
Summary text:	Percentage of schools in which teachers taught supporting others who abstain from or want to quit using tobacco products in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught supporting others who want to quit using tobacco products
Threshold:	All Schools=55 and By Grade Level=19

Q9_15. During this school year, did teachers in your school teach identifying harmful effects of tobacco product use on fetal development in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_15
Denominator:	Respondents who answered A or B for Q9_15
Summary text:	Percentage of schools in which teachers taught identifying harmful effects of tobacco product use on fetal development in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught harmful effects of tobacco product use on fetal development
Threshold:	All Schools=55 and By Grade Level=19

Q9_16. During this school year, did teachers in your school teach relationship between using tobacco products and alcohol or other drugs in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_16
Denominator:	Respondents who answered A or B for Q9_16
Summary text:	Percentage of schools in which teachers taught relationship between using tobacco products and alcohol or other drugs in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught relationship between tobacco products and alcohol or other drugs
Threshold:	All Schools=55 and By Grade Level=19

Q9_17. During this school year, did teachers in your school teach how addiction to tobacco products can be treated in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_17
Denominator:	Respondents who answered A or B for Q9_17
Summary text:	Percentage of schools in which teachers taught how addiction to tobacco products can be treated in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught treatment of tobacco product addiction
Threshold:	All Schools=55 and By Grade Level=19

Q9_18. During this school year, did teachers in your school teach understanding school policies and community laws related to the sale and use of tobacco products in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_18
Denominator:	Respondents who answered A or B for Q9_18
Summary text:	Percentage of schools in which teachers taught understanding school policies and community laws related to the sale and use of tobacco products in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught policies and laws for tobacco products sale
Threshold:	All Schools=55 and By Grade Level=19

Q9_19. During this school year, did teachers in your school teach benefits of tobacco product cessation programs in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator:	Respondents who answered A for Q9_19
Denominator:	Respondents who answered A or B for Q9_19
Summary text:	Percentage of schools in which teachers taught benefits of tobacco product cessation programs in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught benefits of tobacco product cessation programs
Threshold:	All Schools=55 and By Grade Level=19

Q10_1. During this school year, did teachers in your school teach about cigarettes in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q10_1
Denominator: Respondents who answered A or B for Q10_1
Summary text: Percentage of schools in which teachers taught about cigarettes in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught about cigarettes
Threshold: All Schools=55 and By Grade Level=19

Q10_2. During this school year, did teachers in your school teach about smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus, dissolvable tobacco) in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q10_2
Denominator: Respondents who answered A or B for Q10_2
Summary text: Percentage of schools in which teachers taught about smokeless tobacco (e.g., chewing tobacco, snuff, dip, snus, dissolvable tobacco) in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught about smokeless tobacco
Threshold: All Schools=55 and By Grade Level=19

Q10_3. During this school year, did teachers in your school teach about cigars, little cigars, or cigarillos in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q10_3
Denominator: Respondents who answered A or B for Q10_3
Summary text: Percentage of schools in which teachers taught about cigars, little cigars, or cigarillos in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught about cigars
Threshold: All Schools=55 and By Grade Level=19

Q10_4. During this school year, did teachers in your school teach about pipes in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q10_4
Denominator: Respondents who answered A or B for Q10_4
Summary text: Percentage of schools in which teachers taught about pipes in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught about pipes
Threshold: All Schools=55 and By Grade Level=19

Q10_5. During this school year, did teachers in your school teach about electronic vapor products (e.g., e-cigarettes, vapes, vape pens, e-hookahs, mods, or brands such as JUUL or Vuse) in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q10_5
Denominator: Respondents who answered A or B for Q10_5
Summary text: Percentage of schools in which teachers taught about electronic vapor products (e.g., e-cigarettes, vapes, vape pens, e-hookahs, mods, or brands such as JUUL or Vuse) in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught about electronic vapor products
Threshold: All Schools=55 and By Grade Level=19

Q11_1. During this school year, did teachers in your school teach about differences between proper use and abuse of over-the-counter medicines and prescription medicines in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q11_1
Denominator: Respondents who answered A or B for Q11_1
Summary text: Percentage of schools in which teachers taught about differences between proper use and abuse of over-the-counter medicines and prescription medicines in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught about proper medicine use and abuse
Threshold: All Schools=55 and By Grade Level=19

Q11_2. During this school year, did teachers in your school teach about harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q11_2
Denominator: Respondents who answered A or B for Q11_2
Summary text: Percentage of schools in which teachers taught about harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught about harmful effects of alcohol/drug use
Threshold: All Schools=55 and By Grade Level=19

Q11_3. During this school year, did teachers in your school teach about situations that lead to the use of alcohol and other drugs in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q11_3
Denominator: Respondents who answered A or B for Q11_3
Summary text: Percentage of schools in which teachers taught about situations that lead to the use of alcohol and other drugs in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught about situations that lead to alcohol/drug use
Threshold: All Schools=55 and By Grade Level=19

Q11_4. During this school year, did teachers in your school teach about alcohol and other drug use as an unhealthy way to manage weight in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q11_4
Denominator: Respondents who answered A or B for Q11_4
Summary text: Percentage of schools in which teachers taught about alcohol and other drug use as an unhealthy way to manage weight in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught about alcohol/drug use as unhealthy way to manage weight
Threshold: All Schools=55 and By Grade Level=19

Q11_5. During this school year, did teachers in your school teach about identifying reasons why individuals choose to use or not to use alcohol and other drugs in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q11_5
Denominator: Respondents who answered A or B for Q11_5
Summary text: Percentage of schools in which teachers taught about identifying reasons why individuals choose to use or not to use alcohol and other drugs in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught about reasons for alcohol/drug use
Threshold: All Schools=55 and By Grade Level=19

Q11_6. During this school year, did teachers in your school teach about using interpersonal communication skills to avoid alcohol and other drug use (e.g., refusal skills, assertiveness) in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q11_6
Denominator: Respondents who answered A or B for Q11_6
Summary text: Percentage of schools in which teachers taught about using interpersonal communication skills to avoid alcohol and other drug use (e.g., refusal skills, assertiveness) in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught interpersonal communication skills to avoid alcohol/drug use
Threshold: All Schools=55 and By Grade Level=19

Q11_7. During this school year, did teachers in your school teach about supporting others who abstain from or want to quit using alcohol and other drugs in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q11_7
Denominator: Respondents who answered A or B for Q11_7
Summary text: Percentage of schools in which teachers taught about supporting others who abstain from or want to quit using alcohol and other drugs in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught supporting others who want to quit using alcohol/drugs
Threshold: All Schools=55 and By Grade Level=19

Q11_8. During this school year, did teachers in your school teach about understanding the social influences on alcohol and other drug use, including media, family, peers, and culture in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q11_8
Denominator: Respondents who answered A or B for Q11_8
Summary text: Percentage of schools in which teachers taught about understanding the social influences on alcohol and other drug use, including media, family, peers, and culture in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught social influences on alcohol/drug use
Threshold: All Schools=55 and By Grade Level=19

Q11_9. During this school year, did teachers in your school teach how to persuade and support others to be alcohol and other drug free in a required course for students in any of grades 6 through 12?

A. Yes
B. No

Numerator: Respondents who answered A for Q11_9
Denominator: Respondents who answered A or B for Q11_9
Summary text: Percentage of schools in which teachers taught how to persuade and support others to be alcohol and other drug free in a required course for students in any of grades 6 through 12 during the current school year
Variable label: Taught persuading others to be alcohol/drug free
Threshold: All Schools=55 and By Grade Level=19

Q12_1_1. During this school year, did teachers in your school teach how HIV and other STIs are transmitted in a required course for students in grades 6, 7, or 8?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_1_1
Denominator: Respondents who answered A or B for Q12_1_1. Respondents who answered C for Q12_1_1 are excluded.
Summary text: Percentage of schools in which teachers taught how HIV and other STIs are transmitted in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label: MS taught HIV and STI transmission
Threshold: All Schools=55 and By Grade Level=19

Q12_1_2. During this school year, did teachers in your school teach health consequences of HIV, other STIs, and pregnancy in a required course for students in grades 6, 7, or 8?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_1_2
Denominator: Respondents who answered A or B for Q12_1_2. Respondents who answered C for Q12_1_2 are excluded.
Summary text: Percentage of schools in which teachers taught health consequences of HIV, other STIs, and pregnancy in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label: MS taught HIV/STI health consequences
Threshold: All Schools=55 and By Grade Level=19

Q12_1_3.	During this school year, did teachers in your school teach the benefits of being sexually abstinent in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_1_3
Denominator:	Respondents who answered A or B for Q12_1_3. Respondents who answered C for Q12_1_3 are excluded.
Summary text:	Percentage of schools in which teachers taught the benefits of being sexually abstinent in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS taught sex abstinence benefits
Threshold:	All Schools=55 and By Grade Level=19
Q12_1_4.	During this school year, did teachers in your school teach how to access valid and reliable health information, products, and services related to HIV, other STIs, and pregnancy in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_1_4
Denominator:	Respondents who answered A or B for Q12_1_4. Respondents who answered C for Q12_1_4 are excluded.
Summary text:	Percentage of schools in which teachers taught how to access valid and reliable health information, products, and services related to HIV, other STIs, and pregnancy in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS taught accessing HIV/STI information
Threshold:	All Schools=55 and By Grade Level=19
Q12_1_5.	During this school year, did teachers in your school teach the influences of family, peers, media, technology and other factors on sexual risk behaviors in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_1_5
Denominator:	Respondents who answered A or B for Q12_1_5. Respondents who answered C for Q12_1_5 are excluded.
Summary text:	Percentage of schools in which teachers taught the influences of family, peers, media, technology and other factors on sexual risk behaviors in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS taught family influences on sexual risk behaviors
Threshold:	All Schools=55 and By Grade Level=19

Q12_1_6.	During this school year, did teachers in your school teach communication and negotiation skills related to eliminating or reducing risk for HIV, other STIs, and pregnancy in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_1_6
Denominator:	Respondents who answered A or B for Q12_1_6. Respondents who answered C for Q12_1_6 are excluded.
Summary text:	Percentage of schools in which teachers taught communication and negotiation skills related to eliminating or reducing risk for HIV, other STIs, and pregnancy in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS taught communication skills for HIV/STI risk reduction
Threshold:	All Schools=55 and By Grade Level=19
Q12_1_7.	During this school year, did teachers in your school teach goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STIs, and pregnancy in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_1_7
Denominator:	Respondents who answered A or B for Q12_1_7. Respondents who answered C for Q12_1_7 are excluded.
Summary text:	Percentage of schools in which teachers taught goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STIs, and pregnancy in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS taught goal-setting skills for HIV/STI risk reduction
Threshold:	All Schools=55 and By Grade Level=19
Q12_1_8.	During this school year, did teachers in your school teach influencing and supporting others to avoid or reduce sexual risk behaviors in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_1_8
Denominator:	Respondents who answered A or B for Q12_1_8. Respondents who answered C for Q12_1_8 are excluded.
Summary text:	Percentage of schools in which teachers taught influencing and supporting others to avoid or reduce sexual risk behaviors in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS taught influencing others to avoid sexual risk behaviors
Threshold:	All Schools=55 and By Grade Level=19

Q12_1_9.	During this school year, did teachers in your school teach efficacy of condoms, that is, how well condoms work and do not work in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_1_9
Denominator:	Respondents who answered A or B for Q12_1_9. Respondents who answered C for Q12_1_9 are excluded.
Summary text:	Percentage of schools in which teachers taught efficacy of condoms, that is, how well condoms work and do not work in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS taught efficacy of condoms
Threshold:	All Schools=55 and By Grade Level=19
Q12_1_10.	During this school year, did teachers in your school teach the importance of using condoms consistently and correctly in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_1_10
Denominator:	Respondents who answered A or B for Q12_1_10. Respondents who answered C for Q12_1_10 are excluded.
Summary text:	Percentage of schools in which teachers taught the importance of using condoms consistently and correctly in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS taught importance of condoms
Threshold:	All Schools=55 and By Grade Level=19
Q12_1_11.	During this school year, did teachers in your school teach how to obtain condoms in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_1_11
Denominator:	Respondents who answered A or B for Q12_1_11. Respondents who answered C for Q12_1_11 are excluded.
Summary text:	Percentage of schools in which teachers taught how to obtain condoms in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS taught how to obtain condoms
Threshold:	All Schools=55 and By Grade Level=19

Q12_1_12. During this school year, did teachers in your school teach how to correctly use a condom in a required course for students in grades 6, 7, or 8?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_1_12
Denominator: Respondents who answered A or B for Q12_1_12. Respondents who answered C for Q12_1_12 are excluded.
Summary text: Percentage of schools in which teachers taught how to correctly use a condom in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label: MS taught correct use of condom
Threshold: All Schools=55 and By Grade Level=19

Q12_1_13. During this school year, did teachers in your school teach methods of contraception other than condoms in a required course for students in grades 6, 7, or 8?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_1_13
Denominator: Respondents who answered A or B for Q12_1_13. Respondents who answered C for Q12_1_13 are excluded.
Summary text: Percentage of schools in which teachers taught methods of contraception other than condoms in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label: MS taught other contraception methods
Threshold: All Schools=55 and By Grade Level=19

Q12_1_14. During this school year, did teachers in your school teach the importance of using a condom at the same time as another form of contraception to prevent both STIs and pregnancy in a required course for students in grades 6, 7, or 8?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_1_14
Denominator: Respondents who answered A or B for Q12_1_14. Respondents who answered C for Q12_1_14 are excluded.
Summary text: Percentage of schools in which teachers taught the importance of using a condom at the same time as another form of contraception to prevent both STIs and pregnancy in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label: MS taught importance of using condom and another contraception
Threshold: All Schools=55 and By Grade Level=19

Q12_1_15. During this school year, did teachers in your school teach how to create and sustain healthy and respectful relationships in a required course for students in grades 6, 7, or 8?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_1_15
Denominator: Respondents who answered A or B for Q12_1_15. Respondents who answered C for Q12_1_15 are excluded.
Summary text: Percentage of schools in which teachers taught how to create and sustain healthy and respectful relationships in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label: MS taught healthy relationships
Threshold: All Schools=55 and By Grade Level=19

Q12_1_16. During this school year, did teachers in your school teach the importance of limiting the number of sexual partners in a required course for students in grades 6, 7, or 8?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_1_16
Denominator: Respondents who answered A or B for Q12_1_16. Respondents who answered C for Q12_1_16 are excluded.
Summary text: Percentage of schools in which teachers taught the importance of limiting the number of sexual partners in a required course for students in any of grades 6, 7, or 8
Variable label: MS taught limiting sex partners
Threshold: All Schools=55 and By Grade Level=19

Q12_1_17. During this school year, did teachers in your school teach preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health in a required course for students in grades 6, 7, or 8?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_1_17
Denominator: Respondents who answered A or B for Q12_1_17. Respondents who answered C for Q12_1_17 are excluded.
Summary text: Percentage of schools in which teachers taught preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label: MS taught preventive care
Threshold: All Schools=55 and By Grade Level=19

Q12_1_18.	During this school year, did teachers in your school teach how to communicate sexual consent between partners in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_1_18
Denominator:	Respondents who answered A or B for Q12_1_18. Respondents who answered C for Q12_1_18 are excluded.
Summary text:	Percentage of schools in which teachers taught how to communicate sexual consent between partners in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS taught sexual consent
Threshold:	All Schools=55 and By Grade Level=19
Q12_1_19.	During this school year, did teachers in your school teach recognizing and responding to sexual victimization and violence in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_1_19
Denominator:	Respondents who answered A or B for Q12_1_19. Respondents who answered C for Q12_1_19 are excluded.
Summary text:	Percentage of schools in which teachers taught recognizing and responding to sexual victimization and violence in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS taught recognizing sexual victimization
Threshold:	All Schools=55 and By Grade Level=19
Q12_1_22.	During this school year, did teachers in your school teach the relationship between alcohol and other drug use and sexual risk behaviors in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_1_22
Denominator:	Respondents who answered A or B for Q12_1_22. Respondents who answered C for Q12_1_22 are excluded.
Summary text:	Percentage of schools in which teachers taught the relationship between alcohol and other drug use and sexual risk behaviors in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS taught relationship between alcohol and other drug use and sexual risk behaviors
Threshold:	All Schools=55 and By Grade Level=19

Q12_1_23. During this school year, did teachers in your school teach laws and policies related to adolescent sexual health services, such as minor consent for sexual health services in a required course for students in grades 6, 7, or 8?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_1_23
Denominator: Respondents who answered A or B for Q12_1_23. Respondents who answered C for Q12_1_23 are excluded.
Summary text: Percentage of schools in which teachers taught laws and policies related to adolescent sexual health services, such as minor consent for sexual health services in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label: MS taught laws and policies related to adolescent sexual health services
Threshold: All Schools=55 and By Grade Level=19

Q12_2_1. During this school year, did teachers in your school teach how HIV and other STIs are transmitted in a required course for students in grades 9, 10, 11, or 12?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_2_1
Denominator: Respondents who answered A or B for Q12_2_1. Respondents who answered C for Q12_2_1 are excluded.
Summary text: Percentage of schools in which teachers taught how HIV and other STIs are transmitted in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label: HS taught HIV and STI transmission
Threshold: All Schools=55 and By Grade Level=19

Q12_2_2. During this school year, did teachers in your school teach health consequences of HIV, other STIs, and pregnancy in a required course for students in grades 9, 10, 11, or 12?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_2_2
Denominator: Respondents who answered A or B for Q12_2_2. Respondents who answered C for Q12_2_2 are excluded.
Summary text: Percentage of schools in which teachers taught health consequences of HIV, other STIs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label: HS taught HIV/STI health consequences
Threshold: All Schools=55 and By Grade Level=19

Q12_2_3. During this school year, did teachers in your school teach the benefits of being sexually abstinent in a required course for students in grades 9, 10, 11, or 12?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_2_3
Denominator: Respondents who answered A or B for Q12_2_3. Respondents who answered C for Q12_2_3 are excluded.
Summary text: Percentage of schools in which teachers taught the benefits of being sexually abstinent in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label: HS taught sex abstinence benefits
Threshold: All Schools=55 and By Grade Level=19

Q12_2_4. During this school year, did teachers in your school teach how to access valid and reliable health information, products, and services related to HIV, other STIs, and pregnancy in a required course for students in grades 9, 10, 11, or 12?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_2_4
Denominator: Respondents who answered A or B for Q12_2_4. Respondents who answered C for Q12_2_4 are excluded.
Summary text: Percentage of schools in which teachers taught how to access valid and reliable health information, products, and services related to HIV, other STIs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label: HS taught accessing HIV/STI information
Threshold: All Schools=55 and By Grade Level=19

Q12_2_5. During this school year, did teachers in your school teach the influences of family, peers, media, technology and other factors on sexual risk behaviors in a required course for students in grades 9, 10, 11, or 12?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_2_5
Denominator: Respondents who answered A or B for Q12_2_5. Respondents who answered C for Q12_2_5 are excluded.
Summary text: Percentage of schools in which teachers taught the influences of family, peers, media, technology and other factors on sexual risk behaviors in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label: HS taught family influences on sexual risk behaviors
Threshold: All Schools=55 and By Grade Level=19

Q12_2_6.	During this school year, did teachers in your school teach communication and negotiation skills related to eliminating or reducing risk for HIV, other STIs, and pregnancy in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_2_6
Denominator:	Respondents who answered A or B for Q12_2_6. Respondents who answered C for Q12_2_6 are excluded.
Summary text:	Percentage of schools in which teachers taught communication and negotiation skills related to eliminating or reducing risk for HIV, other STIs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS taught communication skills for HIV/STI risk reduction
Threshold:	All Schools=55 and By Grade Level=19
Q12_2_7.	During this school year, did teachers in your school teach goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STIs, and pregnancy in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_2_7
Denominator:	Respondents who answered A or B for Q12_2_7. Respondents who answered C for Q12_2_7 are excluded.
Summary text:	Percentage of schools in which teachers taught goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STIs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS taught goal-setting skills for HIV/STI risk reduction
Threshold:	All Schools=55 and By Grade Level=19
Q12_2_8.	During this school year, did teachers in your school teach influencing and supporting others to avoid or reduce sexual risk behaviors in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_2_8
Denominator:	Respondents who answered A or B for Q12_2_8. Respondents who answered C for Q12_2_8 are excluded.
Summary text:	Percentage of schools in which teachers taught influencing and supporting others to avoid or reduce sexual risk behaviors in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS taught influencing others to avoid sexual risk behaviors
Threshold:	All Schools=55 and By Grade Level=19

Q12_2_9.	During this school year, did teachers in your school teach efficacy of condoms, that is, how well condoms work and do not work in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_2_9
Denominator:	Respondents who answered A or B for Q12_2_9. Respondents who answered C for Q12_2_9 are excluded.
Summary text:	Percentage of schools in which teachers taught efficacy of condoms, that is, how well condoms work and do not work in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS taught efficacy of condoms
Threshold:	All Schools=55 and By Grade Level=19
Q12_2_10.	During this school year, did teachers in your school teach the importance of using condoms consistently and correctly in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_2_10
Denominator:	Respondents who answered A or B for Q12_2_10. Respondents who answered C for Q12_2_10 are excluded.
Summary text:	Percentage of schools in which teachers taught the importance of using condoms consistently and correctly in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS taught importance of condoms
Threshold:	All Schools=55 and By Grade Level=19
Q12_2_11.	During this school year, did teachers in your school teach how to obtain condoms in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_2_11
Denominator:	Respondents who answered A or B for Q12_2_11. Respondents who answered C for Q12_2_11 are excluded.
Summary text:	Percentage of schools in which teachers taught how to obtain condoms in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS taught how to obtain condoms
Threshold:	All Schools=55 and By Grade Level=19

Q12_2_12.	During this school year, did teachers in your school teach how to correctly use a condom in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_2_12
Denominator:	Respondents who answered A or B for Q12_2_12. Respondents who answered C for Q12_2_12 are excluded.
Summary text:	Percentage of schools in which teachers taught how to correctly use a condom in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS taught correct use of condom
Threshold:	All Schools=55 and By Grade Level=19
Q12_2_13.	During this school year, did teachers in your school teach methods of contraception other than condoms in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_2_13
Denominator:	Respondents who answered A or B for Q12_2_13. Respondents who answered C for Q12_2_13 are excluded.
Summary text:	Percentage of schools in which teachers taught methods of contraception other than condoms in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS taught other contraception methods
Threshold:	All Schools=55 and By Grade Level=19
Q12_2_14.	During this school year, did teachers in your school teach the importance of using a condom at the same time as another form of contraception to prevent both STIs and pregnancy in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_2_14
Denominator:	Respondents who answered A or B for Q12_2_14. Respondents who answered C for Q12_2_14 are excluded.
Summary text:	Percentage of schools in which teachers taught the importance of using a condom at the same time as another form of contraception to prevent both STIs and pregnancy in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS taught importance of using condom and another contraception
Threshold:	All Schools=55 and By Grade Level=19

Q12_2_15. During this school year, did teachers in your school teach how to create and sustain healthy and respectful relationships in a required course for students in grades 9, 10, 11, or 12?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_2_15
Denominator: Respondents who answered A or B for Q12_2_15. Respondents who answered C for Q12_2_15 are excluded.
Summary text: Percentage of schools in which teachers taught how to create and sustain healthy and respectful relationships in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label: HS taught healthy relationships
Threshold: All Schools=55 and By Grade Level=19

Q12_2_16. During this school year, did teachers in your school teach the importance of limiting the number of sexual partners in a required course for students in grades 9, 10, 11, or 12?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_2_16
Denominator: Respondents who answered A or B for Q12_2_16. Respondents who answered C for Q12_2_16 are excluded.
Summary text: Percentage of schools in which teachers taught the importance of limiting the number of sexual partners in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label: HS taught limiting sex partners
Threshold: All Schools=55 and By Grade Level=19

Q12_2_17. During this school year, did teachers in your school teach preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health in a required course for students in grades 9, 10, 11, or 12?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_2_17
Denominator: Respondents who answered A or B for Q12_2_17. Respondents who answered C for Q12_2_17 are excluded.
Summary text: Percentage of schools in which teachers taught preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label: HS taught preventive care
Threshold: All Schools=55 and By Grade Level=19

Q12_2_18.	During this school year, did teachers in your school teach how to communicate sexual consent between partners in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_2_18
Denominator:	Respondents who answered A or B for Q12_2_18. Respondents who answered C for Q12_2_18 are excluded.
Summary text:	Percentage of schools in which teachers taught how to communicate sexual consent between partners in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS taught sexual consent
Threshold:	All Schools=55 and By Grade Level=19
Q12_2_19.	During this school year, did teachers in your school teach recognizing and responding to sexual victimization and violence in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_2_19
Denominator:	Respondents who answered A or B for Q12_2_19. Respondents who answered C for Q12_2_19 are excluded.
Summary text:	Percentage of schools in which teachers taught recognizing and responding to sexual victimization and violence in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS taught recognizing sexual victimization
Threshold:	All Schools=55 and By Grade Level=19
Q12_2_22.	During this school year, did teachers in your school teach the relationship between alcohol and other drug use and sexual risk behaviors in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q12_2_22
Denominator:	Respondents who answered A or B for Q12_2_22. Respondents who answered C for Q12_2_22 are excluded.
Summary text:	Percentage of schools in which teachers taught the relationship between alcohol and other drug use and sexual risk behaviors in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS taught relationship between alcohol and other drug use and sexual risk behaviors
Threshold:	All Schools=55 and By Grade Level=19

Q12_2_23. During this school year, did teachers in your school teach laws and policies related to adolescent sexual health services, such as minor consent for sexual health services in a required course for students in grades 9, 10, 11, or 12?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q12_2_23
Denominator: Respondents who answered A or B for Q12_2_23. Respondents who answered C for Q12_2_23 are excluded.
Summary text: Percentage of schools in which teachers taught laws and policies related to adolescent sexual health services, such as minor consent for sexual health services in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label: HS taught laws and policies related to adolescent sexual health services
Threshold: All Schools=55 and By Grade Level=19

Q13_1_1. During this school year, did teachers in your school assess the ability of students to comprehend concepts important to prevent HIV, other STIs, and pregnancy in a required course for students in grades 6, 7, or 8?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q13_1_1
Denominator: Respondents who answered A or B for Q13_1_1. Respondents who answered C for Q13_1_1 are excluded.
Summary text: Percentage of schools in which teachers assessed the ability of students to comprehend concepts important to prevent HIV, other STIs, and pregnancy in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label: MS assessed student comprehension
Threshold: All Schools=55 and By Grade Level=19

Q13_1_2. During this school year, did teachers in your school assess the ability of students to analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors in a required course for students in grades 6, 7, or 8?

A. Yes
B. No
C. NA

Numerator: Respondents who answered A for Q13_1_2
Denominator: Respondents who answered A or B for Q13_1_2. Respondents who answered C for Q13_1_2 are excluded.
Summary text: Percentage of schools in which teachers assessed the ability of students to analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label: MS assessed student ability to analyze family influence on sexual risk behaviors
Threshold: All Schools=55 and By Grade Level=19

Q13_1_3.	During this school year, did teachers in your school assess the ability of students to access valid information, products, and services to prevent HIV, other STIs, and pregnancy in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q13_1_3
Denominator:	Respondents who answered A or B for Q13_1_3. Respondents who answered C for Q13_1_3 are excluded.
Summary text:	Percentage of schools in which teachers assessed the ability of students to access valid information, products, and services to prevent HIV, other STIs, and pregnancy in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS assessed student ability to access HIV/STI information
Threshold:	All Schools=55 and By Grade Level=19
Q13_1_4.	During this school year, did teachers in your school assess the ability of students to use interpersonal communication skills to avoid or reduce sexual risk behaviors in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q13_1_4
Denominator:	Respondents who answered A or B for Q13_1_4. Respondents who answered C for Q13_1_4 are excluded.
Summary text:	Percentage of schools in which teachers assessed the ability of students to use interpersonal communication skills to avoid or reduce sexual risk behaviors in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS assessed student interpersonal communication skills
Threshold:	All Schools=55 and By Grade Level=19
Q13_1_5.	During this school year, did teachers in your school assess the ability of students to use decision-making skills to prevent HIV, other STIs, and pregnancy in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q13_1_5
Denominator:	Respondents who answered A or B for Q13_1_5. Respondents who answered C for Q13_1_5 are excluded.
Summary text:	Percentage of schools in which teachers assessed the ability of students to use decision-making skills to prevent HIV, other STIs, and pregnancy in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS assessed student decision-making skills for HIV/STI prevention
Threshold:	All Schools=55 and By Grade Level=19

Q13_1_6.	During this school year, did teachers in your school assess the ability of students to set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q13_1_6
Denominator:	Respondents who answered A or B for Q13_1_6. Respondents who answered C for Q13_1_6 are excluded.
Summary text:	Percentage of schools in which teachers assessed the ability of students to set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS assessed student goal-setting ability
Threshold:	All Schools=55 and By Grade Level=19
Q13_1_7.	During this school year, did teachers in your school assess the ability of students to influence and support others to avoid or reduce sexual risk behaviors in a required course for students in grades 6, 7, or 8? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q13_1_7
Denominator:	Respondents who answered A or B for Q13_1_7. Respondents who answered C for Q13_1_7 are excluded.
Summary text:	Percentage of schools in which teachers assessed the ability of students to influence and support others to avoid or reduce sexual risk behaviors in a required course for students in any of grades 6, 7, or 8 during the current school year
Variable label:	MS assessed student influence on sexual risk behaviors
Threshold:	All Schools=55 and By Grade Level=19
Q13_2_1.	During this school year, did teachers in your school assess the ability of students to comprehend concepts important to prevent HIV, other STIs, and pregnancy in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q13_2_1
Denominator:	Respondents who answered A or B for Q13_2_1. Respondents who answered C for Q13_2_1 are excluded.
Summary text:	Percentage of schools in which teachers assessed the ability of students to comprehend concepts important to prevent HIV, other STIs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS assessed student comprehension
Threshold:	All Schools=55 and By Grade Level=19

Q13_2_2.	During this school year, did teachers in your school assess the ability of students to analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q13_2_2
Denominator:	Respondents who answered A or B for Q13_2_2. Respondents who answered C for Q13_2_2 are excluded.
Summary text:	Percentage of schools in which teachers assessed the ability of students to analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS assessed student ability to analyze family influence on sexual risk behaviors
Threshold:	All Schools=55 and By Grade Level=19
Q13_2_3.	During this school year, did teachers in your school assess the ability of students to access valid information, products, and services to prevent HIV, other STIs, and pregnancy in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q13_2_3
Denominator:	Respondents who answered A or B for Q13_2_3. Respondents who answered C for Q13_2_3 are excluded.
Summary text:	Percentage of schools in which teachers assessed the ability of students to access valid information, products, and services to prevent HIV, other STIs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS assessed student ability to access HIV/STI information
Threshold:	All Schools=55 and By Grade Level=19
Q13_2_4.	During this school year, did teachers in your school assess the ability of students to use interpersonal communication skills to avoid or reduce sexual risk behaviors in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q13_2_4
Denominator:	Respondents who answered A or B for Q13_2_4. Respondents who answered C for Q13_2_4 are excluded.
Summary text:	Percentage of schools in which teachers assessed the ability of students to use interpersonal communication skills to avoid or reduce sexual risk behaviors in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS assessed student interpersonal communication skills
Threshold:	All Schools=55 and By Grade Level=19

Q13_2_5.	During this school year, did teachers in your school assess the ability of students to use decision-making skills to prevent HIV, other STIs, and pregnancy in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q13_2_5
Denominator:	Respondents who answered A or B for Q13_2_5. Respondents who answered C for Q13_2_5 are excluded.
Summary text:	Percentage of schools in which teachers assessed the ability of students to use decision-making skills to prevent HIV, other STIs, and pregnancy in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS assessed student decision-making skills for HIV/STI prevention
Threshold:	All Schools=55 and By Grade Level=19
Q13_2_6.	During this school year, did teachers in your school assess the ability of students to set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q13_2_6
Denominator:	Respondents who answered A or B for Q13_2_6. Respondents who answered C for Q13_2_6 are excluded.
Summary text:	Percentage of schools in which teachers assessed the ability of students to set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS assessed student goal-setting ability
Threshold:	All Schools=55 and By Grade Level=19
Q13_2_7.	During this school year, did teachers in your school assess the ability of students to influence and support others to avoid or reduce sexual risk behaviors in a required course for students in grades 9, 10, 11, or 12? A. Yes B. No C. NA
Numerator:	Respondents who answered A for Q13_2_7
Denominator:	Respondents who answered A or B for Q13_2_7. Respondents who answered C for Q13_2_7 are excluded.
Summary text:	Percentage of schools in which teachers assessed the ability of students to influence and support others to avoid or reduce sexual risk behaviors in a required course for students in any of grades 9, 10, 11, or 12 during the current school year
Variable label:	HS assessed student influence on sexual risk behaviors
Threshold:	All Schools=55 and By Grade Level=19

Q14_1.	During this school year, did teachers in your school provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to sexual health (e.g., through role playing) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q14_1
Denominator:	Respondents who answered A or B for Q14_1
Summary text:	Percentage of schools in which teachers provided students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to sexual health (e.g., through role playing) in a required course for students in any of grades 6 through 12 during the current school year.
Variable label:	Students can practice skills
Threshold:	All Schools=55 and By Grade Level=19
Q14_2.	During this school year, did teachers in your school provide students with the opportunity to practice analyzing the influence of family, peers, culture, media, or technology on sexual health in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q14_2
Denominator:	Respondents who answered A or B for Q14_2
Summary text:	Percentage of schools in which teachers provided students with the opportunity to practice analyzing the influence of family, peers, culture, media, or technology on sexual health in a required course for students in any of grades 6 through 12 during the current school year.
Variable label:	Students can practice analyzing influence of family/peers/culture/media/ technology
Threshold:	All Schools=55 and By Grade Level=19
Q14_3.	During this school year, did teachers in your school provide students with the opportunity to practice accessing valid sexual health information, products, and services in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q14_3
Denominator:	Respondents who answered A or B for Q14_3
Summary text:	Percentage of schools in which teachers provided students with the opportunity to practice accessing valid sexual health information, products, and services in a required course for students in any of grades 6 through 12 during the current school year.
Variable label:	Students can practice accessing information
Threshold:	All Schools=55 and By Grade Level=19

Q16_1.	During this school year, did teachers in your school teach the benefits of healthy eating in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_1
Denominator:	Respondents who answered A or B for Q16_1
Summary text:	Percentage of schools in which teachers taught the benefits of healthy eating in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught benefits of healthy eating
Threshold:	All Schools=55 and By Grade Level=19
Q16_2.	During this school year, did teachers in your school teach the benefits of drinking plenty of water in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_2
Denominator:	Respondents who answered A or B for Q16_2
Summary text:	Percentage of schools in which teachers taught benefits of drinking plenty of water in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught benefits of drinking plenty of water
Threshold:	All Schools=55 and By Grade Level=19
Q16_3.	During this school year, did teachers in your school teach the benefits of eating breakfast every day in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_3
Denominator:	Respondents who answered A or B for Q16_3
Summary text:	Percentage of schools in which teachers taught benefits of eating breakfast every day in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught benefits of eating breakfast every day
Threshold:	All Schools=55 and By Grade Level=19

Q16_4.	During this school year, did teachers in your school teach food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate, healthy eating patterns) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_4
Denominator:	Respondents who answered A or B for Q16_4
Summary text:	Percentage of schools in which teachers taught food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate, healthy eating patterns) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught food guidance using current Dietary Guidelines for Americans
Threshold:	All Schools=55 and By Grade Level=19
Q16_5.	During this school year, did teachers in your school teach using food labels in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_5
Denominator:	Respondents who answered A or B for Q16_5
Summary text:	Percentage of schools in which teachers taught using food labels in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught using food labels
Threshold:	All Schools=55 and By Grade Level=19
Q16_6.	During this school year, did teachers in your school teach differentiating between nutritious and non-nutritious beverages in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_6
Denominator:	Respondents who answered A or B for Q16_6
Summary text:	Percentage of schools in which teachers taught differentiating between nutritious and non-nutritious beverages in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught differentiating nutritious/non-nutritious beverages
Threshold:	All Schools=55 and By Grade Level=19

Q16_7.	During this school year, did teachers in your school teach balancing food intake and physical activity in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_7
Denominator:	Respondents who answered A or B for Q16_7
Summary text:	Percentage of schools in which teachers taught balancing food intake and physical activity in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught balancing food intake and physical activity
Threshold:	All Schools=55 and By Grade Level=19
Q16_8.	During this school year, did teachers in your school teach eating more fruits, vegetables, and whole grain products in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_8
Denominator:	Respondents who answered A or B for Q16_8
Summary text:	Percentage of schools in which teachers taught eating more fruits, vegetables, and whole grain products in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught eating more fruits, vegetables, whole grain products
Threshold:	All Schools=55 and By Grade Level=19
Q16_9.	During this school year, did teachers in your school teach choosing a variety of options within each food group in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_9
Denominator:	Respondents who answered A or B for Q16_9
Summary text:	Percentage of schools in which teachers taught choosing a variety of options within each food group in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught choosing a variety of options within each food group
Threshold:	All Schools=55 and By Grade Level=19

Q16_10.	During this school year, did teachers in your school teach choosing nutrient-dense foods and beverages that reflect personal preferences, culture, and budget in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_10
Denominator:	Respondents who answered A or B for Q16_10
Summary text:	Percentage of schools in which teachers taught choosing nutrient-dense foods and beverages that reflect personal preferences, culture, and budget in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught choosing nutrient-dense foods
Threshold:	All Schools=55 and By Grade Level=19
Q16_11.	During this school year, did teachers in your school teach choosing foods and snacks that are low in solid fat (i.e., saturated and trans fat) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_11
Denominator:	Respondents who answered A or B for Q16_11
Summary text:	Percentage of schools in which teachers taught choosing foods and snacks that are low in solid fat (i.e., saturated and trans fat) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught choosing low solid fat foods
Threshold:	All Schools=55 and By Grade Level=19
Q16_12.	During this school year, did teachers in your school teach choosing foods, snacks, and beverages that are low in added sugars in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_12
Denominator:	Respondents who answered A or B for Q16_12
Summary text:	Percentage of schools in which teachers taught choosing foods, snacks, and beverages that are low in added sugar in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught choosing low added sugar foods
Threshold:	All Schools=55 and By Grade Level=19

Q16_13.	During this school year, did teachers in your school teach choosing foods and snacks that are low in sodium in a required course for students in any of grades 6 through 12? A. Yes B. No Numerator: Respondents who answered A for Q16_13 Denominator: Respondents who answered A or B for Q16_13 Summary text: Percentage of schools in which teachers taught choosing foods and snacks that are low in sodium in a required course for students in any of grades 6 through 12 during the current school year Variable label: Taught choosing low sodium foods Threshold: All Schools=55 and By Grade Level=19
Q16_14.	During this school year, did teachers in your school teach eating a variety of foods that are high in calcium in a required course for students in any of grades 6 through 12? A. Yes B. No Numerator: Respondents who answered A for Q16_14 Denominator: Respondents who answered A or B for Q16_14 Summary text: Percentage of schools in which teachers taught eating a variety of foods that are high in calcium in a required course for students in any of grades 6 through 12 during the current school year Variable label: Taught eating high calcium foods Threshold: All Schools=55 and By Grade Level=19
Q16_15.	During this school year, did teachers in your school teach eating a variety of foods that are high in iron in a required course for students in any of grades 6 through 12? A. Yes B. No Numerator: Respondents who answered A for Q16_15 Denominator: Respondents who answered A or B for Q16_15 Summary text: Percentage of schools in which teachers taught eating a variety of foods that are high in iron in a required course for students in any of grades 6 through 12 Variable label: Taught eating high iron foods Threshold: All Schools=55 and By Grade Level=19
Q16_16.	During this school year, did teachers in your school teach about food safety in a required course for students in any of grades 6 through 12? A. Yes B. No Numerator: Respondents who answered A for Q16_16 Denominator: Respondents who answered A or B for Q16_16 Summary text: Percentage of schools in which teachers taught about food safety in a required course for students in any of grades 6 through 12 during the current school year Variable label: Taught food safety Threshold: All Schools=55 and By Grade Level=19

Q16_17.	During this school year, did teachers in your school teach preparing healthy meals and snacks in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_17
Denominator:	Respondents who answered A or B for Q16_17
Summary text:	Percentage of schools in which teachers taught preparing healthy meals and snacks in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught preparing healthy meals
Threshold:	All Schools=55 and By Grade Level=19
Q16_18.	During this school year, did teachers in your school teach about the risks of unhealthy weight control practices in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_18
Denominator:	Respondents who answered A or B for Q16_18
Summary text:	Percentage of schools in which teachers taught about the risks of unhealthy weight control practices in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught unhealthy weight control practice risks
Threshold:	All Schools=55 and By Grade Level=19
Q16_19.	During this school year, did teachers in your school teach accepting body size differences in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_19
Denominator:	Respondents who answered A or B for Q16_19
Summary text:	Percentage of schools in which teachers taught accepting body size differences in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught accepting body size differences
Threshold:	All Schools=55 and By Grade Level=19

Q16_20.	During this school year, did teachers in your school teach about signs, symptoms, and treatment for eating disorders in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_20
Denominator:	Respondents who answered A or B for Q16_20
Summary text:	Percentage of schools in which teachers taught about signs, symptoms, and treatment for eating disorders in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught eating disorder signs, symptoms, treatment
Threshold:	All Schools=55 and By Grade Level=19
Q16_21.	During this school year, did teachers in your school teach relationship between diet and chronic diseases in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_21
Denominator:	Respondents who answered A or B for Q16_21
Summary text:	Percentage of schools in which teachers taught relationship between diet and chronic diseases in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught diet and chronic disease relationship
Threshold:	All Schools=55 and By Grade Level=19
Q16_22.	During this school year, did teachers in your school teach finding valid information about nutrition (e.g., differentiating between advertising and factual information) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_22
Denominator:	Respondents who answered A or B for Q16_22
Summary text:	Percentage of schools in which teachers taught finding valid information about nutrition (e.g., differentiating between advertising and factual information) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught finding valid information about nutrition
Threshold:	All Schools=55 and By Grade Level=19

Q16_23.	During this school year, did teachers in your school teach food production, including how food is grown, harvested, processed, packaged, and transported in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q16_23
Denominator:	Respondents who answered A or B for Q16_23
Summary text:	Percentage of schools in which teachers taught food production, including how food is grown, harvested, processed, packaged, and transported in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught food production
Threshold:	All Schools=55 and By Grade Level=19
Q17_1.	During this school year, did teachers in your school teach short- and long-term benefits of physical activity, including reducing the risks for chronic disease, in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q17_1
Denominator:	Respondents who answered A or B for Q17_1
Summary text:	Percentage of schools in which teachers taught short-term and long-term benefits of physical activity, including reducing the risks for chronic disease, in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught physical activity benefits
Threshold:	All Schools=55 and By Grade Level=19
Q17_2.	During this school year, did teachers in your school teach mental and social benefits of physical activity in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q17_2
Denominator:	Respondents who answered A or B for Q17_2
Summary text:	Percentage of schools in which teachers taught mental and social benefits of physical activity in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught mental and social benefits of physical activity
Threshold:	All Schools=55 and By Grade Level=19

Q17_3.	During this school year, did teachers in your school teach health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q17_3
Denominator:	Respondents who answered A or B for Q17_3
Summary text:	Percentage of schools in which teachers taught health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught health-related fitness
Threshold:	All Schools=55 and By Grade Level=19
Q17_4.	During this school year, did teachers in your school teach phases of a workout (i.e., warm-up, workout, cool down) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q17_4
Denominator:	Respondents who answered A or B for Q17_4
Summary text:	Percentage of schools in which teachers taught phases of a workout (i.e., warm-up, workout, cool down) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught phases of a workout
Threshold:	All Schools=55 and By Grade Level=19
Q17_5.	During this school year, did teachers in your school teach recommended amounts and types of moderate, vigorous, muscle-strengthening, and bone-strengthening physical activity in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q17_5
Denominator:	Respondents who answered A or B for Q17_5
Summary text:	Percentage of schools in which teachers taught recommended amounts and types of moderate, vigorous, muscle-strengthening, and bone-strengthening physical activity in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught muscle- and bone-strengthening physical activity
Threshold:	All Schools=55 and By Grade Level=19

Q17_6.	During this school year, did teachers in your school teach decreasing sedentary activities (e.g., television viewing, using video games) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q17_6
Denominator:	Respondents who answered A or B for Q17_6
Summary text:	Percentage of schools in which teachers taught decreasing sedentary activities (e.g., television viewing, using video games) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught decreasing sedentary activities
Threshold:	All Schools=55 and By Grade Level=19
Q17_7.	During this school year, did teachers in your school teach preventing injury during physical activity in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q17_7
Denominator:	Respondents who answered A or B for Q17_7
Summary text:	Percentage of schools in which teachers taught preventing injury during physical activity in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught preventing injury during physical activity
Threshold:	All Schools=55 and By Grade Level=19
Q17_8.	During this school year, did teachers in your school teach about weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q17_8
Denominator:	Respondents who answered A or B for Q17_8
Summary text:	Percentage of schools in which teachers taught about weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught weather-related safety
Threshold:	All Schools=55 and By Grade Level=19

Q17_9.	During this school year, did teachers in your school teach about the dangers of using performance-enhancing drugs (e.g., steroids) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q17_9
Denominator:	Respondents who answered A or B for Q17_9
Summary text:	Percentage of schools in which teachers taught about the dangers of using performance-enhancing drugs (e.g., steroids) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught dangers of performance-enhancing drugs
Threshold:	All Schools=55 and By Grade Level=19
Q17_10.	During this school year, did teachers in your school teach increasing daily physical activity in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q17_10
Denominator:	Respondents who answered A or B for Q17_10
Summary text:	Percentage of schools in which teachers taught increasing daily physical activity in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught increasing daily physical activity
Threshold:	All Schools=55 and By Grade Level=19
Q17_11.	During this school year, did teachers in your school teach incorporating physical activity into daily life (without relying on a structured exercise plan or special equipment) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q17_11
Denominator:	Respondents who answered A or B for Q17_11
Summary text:	Percentage of schools in which teachers taught incorporating physical activity into daily life (without relying on a structured exercise plan or special equipment) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught incorporating physical activity into daily life
Threshold:	All Schools=55 and By Grade Level=19

Q17_12.	During this school year, did teachers in your school teach using safety equipment for specific physical activities in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q17_12
Denominator:	Respondents who answered A or B for Q17_12
Summary text:	Percentage of schools in which teachers taught using safety equipment for specific physical activities in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught using safety equipment
Threshold:	All Schools=55 and By Grade Level=19
Q17_13.	During this school year, did teachers in your school teach the benefits of drinking water before, during, and after physical activity in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q17_13
Denominator:	Respondents who answered A or B for Q17_13
Summary text:	Percentage of schools in which teachers taught benefits of drinking water before, during, and after physical activity in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught drinking water benefits
Threshold:	All Schools=55 and By Grade Level=19
Q18_1.	During this school year, did teachers in your school teach identifying and labeling emotions in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q18_1
Denominator:	Respondents who answered A or B for Q18_1
Summary text:	Percentage of schools in which teachers taught identifying and labeling emotions in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught identifying and labeling emotions
Threshold:	All Schools=55 and By Grade Level=19

Q18_2.	During this school year, did teachers in your school teach how to express feelings in a healthy way in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q18_2
Denominator:	Respondents who answered A or B for Q18_2
Summary text:	Percentage of schools in which teachers taught how to express feelings in a healthy way in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught how to express feelings in a healthy way
Threshold:	All Schools=55 and By Grade Level=19
Q18_3.	During this school year, did teachers in your school teach the importance of engaging in activities that are mentally and emotionally healthy in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q18_3
Denominator:	Respondents who answered A or B for Q18_3
Summary text:	Percentage of schools in which teachers taught the importance of engaging in activities that are mentally and emotionally healthy in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught the importance of mentally/emotionally healthy activities
Threshold:	All Schools=55 and By Grade Level=19
Q18_4.	During this school year, did teachers in your school teach how to manage interpersonal conflict in healthy ways in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q18_4
Denominator:	Respondents who answered A or B for Q18_4
Summary text:	Percentage of schools in which teachers taught how to manage interpersonal conflict in healthy ways in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught how to manage interpersonal conflict in healthy ways
Threshold:	All Schools=55 and By Grade Level=19

Q18_5.	During this school year, did teachers in your school teach how to prevent and manage emotional stress and anxiety in healthy ways in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q18_5
Denominator:	Respondents who answered A or B for Q18_5
Summary text:	Percentage of schools in which teachers taught how to prevent and manage emotional stress and anxiety in healthy ways in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught how to prevent and manage emotional stress and anxiety in healthy ways
Threshold:	All Schools=55 and By Grade Level=19
Q18_6.	During this school year, did teachers in your school teach how to use self-control and impulse control strategies to promote health (e.g., goal setting and tracking, breathing techniques) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q18_6
Denominator:	Respondents who answered A or B for Q18_6
Summary text:	Percentage of schools in which teachers taught how to use self-control and impulse control strategies to promote health (e.g., goal setting and tracking, breathing techniques) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught self-control strategies
Threshold:	All Schools=55 and By Grade Level=19
Q18_7.	During this school year, did teachers in your school teach how to get help for troublesome thoughts, feelings, or actions for oneself and others in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q18_7
Denominator:	Respondents who answered A or B for Q18_7
Summary text:	Percentage of schools in which teachers taught how to get help for troublesome thoughts, feelings, or actions for oneself and others in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught how to get help for troublesome thoughts, feelings, or actions
Threshold:	All Schools=55 and By Grade Level=19

Q18_8.	During this school year, did teachers in your school teach value of individual differences (e.g., culture, ethnicity, ability) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q18_8
Denominator:	Respondents who answered A or B for Q18_8
Summary text:	Percentage of schools in which teachers taught value of individual differences (e.g., culture, ethnicity, ability) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught value of individual differences
Threshold:	All Schools=55 and By Grade Level=19
Q18_9.	During this school year, did teachers in your school teach how to establish and maintain healthy relationships in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q18_9
Denominator:	Respondents who answered A or B for Q18_9
Summary text:	Percentage of schools in which teachers taught how to establish and maintain healthy relationships in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught how to establish and maintain healthy relationships
Threshold:	All Schools=55 and By Grade Level=19
Q18_10.	During this school year, did teachers in your school teach importance of habits (e.g., exercise, healthy eating, meditation, mindfulness) that promote mental well-being in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q18_10
Denominator:	Respondents who answered A or B for Q18_10
Summary text:	Percentage of schools in which teachers taught importance of habits (e.g., exercise, healthy eating, meditation, mindfulness) that promote mental well-being in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught importance of healthy habits
Threshold:	All Schools=55 and By Grade Level=19

Q19_1.	During this school year, did teachers in your school teach building empathy (e.g., identification with and understanding of another person's feelings) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q19_1
Denominator:	Respondents who answered A or B for Q19_1
Summary text:	Percentage of schools in which teachers taught building empathy (e.g., identification with and understanding of another person's feelings) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught building empathy
Threshold:	All Schools=55 and By Grade Level=19
Q19_2.	During this school year, did teachers in your school teach perspective taking (e.g., taking another person's point of view) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q19_2
Denominator:	Respondents who answered A or B for Q19_2
Summary text:	Percentage of schools in which teachers taught perspective taking (e.g., taking another person's point of view) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught perspective taking
Threshold:	All Schools=55 and By Grade Level=19
Q19_3.	During this school year, did teachers in your school teach strategies for being a positive bystander (e.g., safely de-escalating, preventing, or stopping bullying and harassment) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q19_3
Denominator:	Respondents who answered A or B for Q19_3
Summary text:	Percentage of schools in which teachers taught strategies for being a positive bystander (e.g., safely de-escalating, preventing, or stopping bullying and harassment) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught strategies for being a positive bystander
Threshold:	All Schools=55 and By Grade Level=19

Q19_4.	During this school year, did teachers in your school teach how stigma, bias, and prejudice can lead to stereotypes, discrimination, and violence in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q19_4
Denominator:	Respondents who answered A or B for Q19_4
Summary text:	Percentage of schools in which teachers taught how stigma, bias, and prejudice can lead to stereotypes, discrimination, and violence in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught how stigma, bias, and prejudice can lead to stereotypes, discrimination, violence
Threshold:	All Schools=55 and By Grade Level=19
Q19_5.	During this school year, did teachers in your school teach identifying the signs and symptoms of when someone may be thinking of hurting themselves in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q19_5
Denominator:	Respondents who answered A or B for Q19_5
Summary text:	Percentage of schools in which teachers taught identifying the signs and symptoms of when someone may be thinking of hurting themselves in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught signs and symptoms of when someone may be thinking of hurting themselves
Threshold:	All Schools=55 and By Grade Level=19
Q19_6.	During this school year, did teachers in your school teach getting help to prevent or stop violence (including inappropriate touching, harassment, abuse, bullying, hazing, fighting, and hate crimes) in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q19_6
Denominator:	Respondents who answered A or B for Q19_6
Summary text:	Percentage of schools in which teachers taught getting help to prevent or stop violence (including inappropriate touching, harassment, abuse, bullying, hazing, fighting, and hate crimes) in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught getting help to prevent or stop violence
Threshold:	All Schools=55 and By Grade Level=19

Q19_7.	During this school year, did teachers in your school teach getting help for self or others who are in danger of hurting themselves in a required course for students in any of grades 6 through 12? A. Yes B. No
Numerator:	Respondents who answered A for Q19_7
Denominator:	Respondents who answered A or B for Q19_7
Summary text:	Percentage of schools in which teachers taught getting help for self or others who are in danger of hurting themselves in a required course for students in any of grades 6 through 12 during the current school year
Variable label:	Taught getting help for self or others who are in danger of hurting themselves
Threshold:	All Schools=55 and By Grade Level=19
Q20_1.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of alcohol- or other drug-use prevention? A. Yes B. No
Numerator:	Respondents who answered A for Q20_1
Denominator:	Respondents who answered A or B for Q20_1
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of alcohol- or other drug-use prevention during the current school year
Variable label:	Provide parents with info on alcohol- or other drug-use prevention
Threshold:	All Schools=55 and By Grade Level=19
Q20_2.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of asthma? A. Yes B. No
Numerator:	Respondents who answered A for Q20_2
Denominator:	Respondents who answered A or B for Q20_2
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of asthma during the current school year
Variable label:	Provide parents with info on asthma
Threshold:	All Schools=55 and By Grade Level=19

Q20_3.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of chronic disease prevention (e.g., diabetes, obesity prevention)? A. Yes B. No
Numerator:	Respondents who answered A for Q20_3
Denominator:	Respondents who answered A or B for Q20_3
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of chronic disease prevention (e.g., diabetes, obesity prevention) during the current school year
Variable label:	Provide parents with info on chronic disease prevention
Threshold:	All Schools=55 and By Grade Level=19
Q20_4.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of food allergies? A. Yes B. No
Numerator:	Respondents who answered A for Q20_4
Denominator:	Respondents who answered A or B for Q20_4
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of food allergies during the current school year
Variable label:	Provide parents with info on food allergies
Threshold:	All Schools=55 and By Grade Level=19
Q20_5.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of HIV, other STI, or pregnancy prevention? A. Yes B. No
Numerator:	Respondents who answered A for Q20_5
Denominator:	Respondents who answered A or B for Q20_5
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of HIV, other STI, or pregnancy prevention during the current school year
Variable label:	Provide parents with info on HIV/other STI/pregnancy prevention
Threshold:	All Schools=55 and By Grade Level=19

Q20_6.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of nutrition and healthy eating? A. Yes B. No
Numerator:	Respondents who answered A for Q20_6
Denominator:	Respondents who answered A or B for Q20_6
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of nutrition and healthy eating during the current school year
Variable label:	Provide parents with info on nutrition and healthy eating
Threshold:	All Schools=55 and By Grade Level=19
Q20_7.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of mental and emotional health? A. Yes B. No
Numerator:	Respondents who answered A for Q20_7
Denominator:	Respondents who answered A or B for Q20_7
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of mental and emotional health during the current school year
Variable label:	Provide parents with info on mental and emotional health
Threshold:	All Schools=55 and By Grade Level=19
Q20_8.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of physical activity? A. Yes B. No
Numerator:	Respondents who answered A for Q20_8
Denominator:	Respondents who answered A or B for Q20_8
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of physical activity during the current school year
Variable label:	Provide parents with info on physical activity
Threshold:	All Schools=55 and By Grade Level=19

Q20_9.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of preventing student bullying and sexual harassment, including electronic aggression (i.e., cyber-bullying)? A. Yes B. No
Numerator:	Respondents who answered A for Q20_9
Denominator:	Respondents who answered A or B for Q20_9
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of preventing student bullying and sexual harassment, including electronic aggression (i.e., cyber-bullying), during the current school year
Variable label:	Provide parents with info on bullying and sexual harassment
Threshold:	All Schools=55 and By Grade Level=19
Q20_10.	During this school year, did your school provide parents and families with health information designed to increase parent and family knowledge of tobacco-use prevention or cessation? A. Yes B. No
Numerator:	Respondents who answered A for Q20_10
Denominator:	Respondents who answered A or B for Q20_10
Summary text:	Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of tobacco-use prevention or cessation during the current school year
Variable label:	Provide parents with info on tobacco-use prevention or cessation
Threshold:	All Schools=55 and By Grade Level=19
Q21_1.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on alcohol- or other drug-use prevention? A. Yes B. No
Numerator:	Respondents who answered A for Q21_1
Denominator:	Respondents who answered A or B for Q21_1
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on alcohol- or other drug-use prevention during the past two years
Variable label:	Received prof. dev. on alcohol- or other drug-use prevention
Threshold:	All Schools=55 and By Grade Level=19

Q21_2.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on asthma? A. Yes B. No
Numerator:	Respondents who answered A for Q21_2
Denominator:	Respondents who answered A or B for Q21_2
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on asthma during the past two years
Variable label:	Received prof. dev. on asthma
Threshold:	All Schools=55 and By Grade Level=19
Q21_3.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on chronic disease prevention (e.g., diabetes, obesity prevention)? A. Yes B. No
Numerator:	Respondents who answered A for Q21_3
Denominator:	Respondents who answered A or B for Q21_3
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on chronic disease prevention (e.g., diabetes, obesity prevention) during the past two years
Variable label:	Received prof. dev. on chronic disease prevention
Threshold:	All Schools=55 and By Grade Level=19
Q21_4.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on epilepsy or seizure disorder? A. Yes B. No
Numerator:	Respondents who answered A for Q21_4
Denominator:	Respondents who answered A or B for Q21_4
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on epilepsy or seizure disorder during the past two years
Variable label:	Received prof. dev. on epilepsy or seizure disorder
Threshold:	All Schools=55 and By Grade Level=19

Q21_5.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on food allergies? A. Yes B. No
Numerator:	Respondents who answered A for Q21_5
Denominator:	Respondents who answered A or B for Q21_5
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on food allergies during the past two years
Variable label:	Received prof. dev. on food allergies
Threshold:	All Schools=55 and By Grade Level=19
Q21_6.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on foodborne illness prevention? A. Yes B. No
Numerator:	Respondents who answered A for Q21_6
Denominator:	Respondents who answered A or B for Q21_6
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on foodborne illness prevention during the past two years
Variable label:	Received prof. dev. on foodborne illness prevention
Threshold:	All Schools=55 and By Grade Level=19
Q21_7.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on human immunodeficiency virus (HIV) prevention? A. Yes B. No
Numerator:	Respondents who answered A for Q21_7
Denominator:	Respondents who answered A or B for Q21_7
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on human immunodeficiency virus (HIV) prevention during the past two years
Variable label:	Received prof. dev. on HIV prevention
Threshold:	All Schools=55 and By Grade Level=19

Q21_8.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on human sexuality? A. Yes B. No
Numerator:	Respondents who answered A for Q21_8
Denominator:	Respondents who answered A or B for Q21_8
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on human sexuality during the past two years
Variable label:	Received prof. dev. on human sexuality
Threshold:	All Schools=55 and By Grade Level=19
Q21_9.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention)? A. Yes B. No
Numerator:	Respondents who answered A for Q21_9
Denominator:	Respondents who answered A or B for Q21_9
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention) during the past two years
Variable label:	Received prof. dev. on infectious disease prevention
Threshold:	All Schools=55 and By Grade Level=19
Q21_10.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on injury prevention and safety? A. Yes B. No
Numerator:	Respondents who answered A for Q21_10
Denominator:	Respondents who answered A or B for Q21_10
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on injury prevention and safety during the past two years
Variable label:	Received prof. dev. on injury prevention and safety
Threshold:	All Schools=55 and By Grade Level=19

Q21_11.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on mental and emotional health? A. Yes B. No
Numerator:	Respondents who answered A for Q21_11
Denominator:	Respondents who answered A or B for Q21_11
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on mental and emotional health during the past two years
Variable label:	Received prof. dev. on mental and emotional health
Threshold:	All Schools=55 and By Grade Level=19
Q21_12.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on nutrition and dietary behavior? A. Yes B. No
Numerator:	Respondents who answered A for Q21_12
Denominator:	Respondents who answered A or B for Q21_12
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on nutrition and dietary behavior during the past two years
Variable label:	Received prof. dev. on nutrition and dietary behavior
Threshold:	All Schools=55 and By Grade Level=19
Q21_13.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on physical activity and fitness? A. Yes B. No
Numerator:	Respondents who answered A for Q21_13
Denominator:	Respondents who answered A or B for Q21_13
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on physical activity and fitness during the past two years
Variable label:	Received prof. dev. on physical activity and fitness
Threshold:	All Schools=55 and By Grade Level=19

Q21_14.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on pregnancy prevention? A. Yes B. No
Numerator:	Respondents who answered A for Q21_14
Denominator:	Respondents who answered A or B for Q21_14
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on pregnancy prevention during the past two years
Variable label:	Received prof. dev. on pregnancy prevention
Threshold:	All Schools=55 and By Grade Level=19
Q21_15.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on sexually transmitted infection (STI) prevention? A. Yes B. No
Numerator:	Respondents who answered A for Q21_15
Denominator:	Respondents who answered A or B for Q21_15
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on sexually transmitted infection (STI) prevention during the past two years
Variable label:	Received prof. dev. on STI prevention
Threshold:	All Schools=55 and By Grade Level=19
Q21_16.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on sleep health (e.g., how much sleep students need, good sleeping habits)? A. Yes B. No
Numerator:	Respondents who answered A for Q21_16
Denominator:	Respondents who answered A or B for Q21_16
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on sleep health (e.g., how much sleep students need, good sleeping habits) during the past two years
Variable label:	Received prof. dev. on sleep health
Threshold:	All Schools=55 and By Grade Level=19

Q21_17.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on suicide prevention? A. Yes B. No
Numerator:	Respondents who answered A for Q21_17
Denominator:	Respondents who answered A or B for Q21_17
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on suicide prevention during the past two years
Variable label:	Received prof. dev. on suicide prevention
Threshold:	All Schools=55 and By Grade Level=19
Q21_18.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on tobacco-use prevention or cessation? A. Yes B. No
Numerator:	Respondents who answered A for Q21_18
Denominator:	Respondents who answered A or B for Q21_18
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on tobacco-use prevention or cessation during the past two years
Variable label:	Received prof. dev. on tobacco-use prevention or cessation
Threshold:	All Schools=55 and By Grade Level=19
Q21_19.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on violence prevention (e.g., bullying, fighting, dating violence prevention)? A. Yes B. No
Numerator:	Respondents who answered A for Q21_19
Denominator:	Respondents who answered A or B for Q21_19
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on violence prevention (e.g., bullying, fighting, dating violence prevention) during the past two years
Variable label:	Received prof. dev. on violence prevention
Threshold:	All Schools=55 and By Grade Level=19

Q22_1.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on teaching students with physical, medical, or cognitive disabilities? A. Yes B. No
Numerator:	Respondents who answered A for Q22_1
Denominator:	Respondents who answered A or B for Q22_1
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on teaching students with physical, medical, or cognitive disabilities during the past two years
Variable label:	Received prof. dev. on teaching students with disabilities
Threshold:	All Schools=55 and By Grade Level=19
Q22_2.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on teaching students of various racial/ethnic and cultural backgrounds? A. Yes B. No
Numerator:	Respondents who answered A for Q22_2
Denominator:	Respondents who answered A or B for Q22_2
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on teaching students of various racial/ethnic and cultural backgrounds during the past two years
Variable label:	Received prof. dev. on teaching students of various racial/ethnic and cultural backgrounds
Threshold:	All Schools=55 and By Grade Level=19
Q22_3.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on teaching English language learners (ELL)? A. Yes B. No
Numerator:	Respondents who answered A for Q22_3
Denominator:	Respondents who answered A or B for Q22_3
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on teaching English language learners (ELL) during the past two years
Variable label:	Received prof. dev. on teaching English language learners (ELL)
Threshold:	All Schools=55 and By Grade Level=19

Q22_5.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on applying trauma-informed practices to promote social, emotional, and educational success? A. Yes B. No
Numerator:	Respondents who answered A for Q22_5
Denominator:	Respondents who answered A or B for Q22_5
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on applying trauma-informed practices to promote social, emotional, and educational success during the past two years
Variable label:	Received prof. dev. on applying trauma-informed practices
Threshold:	All Schools=55 and By Grade Level=19
Q22_6.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on supporting student mental and emotional health? A. Yes B. No
Numerator:	Respondents who answered A for Q22_6
Denominator:	Respondents who answered A or B for Q22_6
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on supporting student mental and emotional health during the past two years
Variable label:	Received prof. dev. on supporting student mental and emotional health
Threshold:	All Schools=55 and By Grade Level=19
Q22_8.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on how to support racial and ethnic minority students (e.g., fostering an anti-racist culture, implementing safe spaces, use of inclusive practices, providing students with information about racial/ethnic-specific resources within the school)? A. Yes B. No
Numerator:	Respondents who answered A for Q22_8
Denominator:	Respondents who answered A or B for Q22_8
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on how to support racial and ethnic minority students (e.g., fostering an anti-racist culture, implementing safe spaces, use of inclusive practices, providing students with information about racial/ethnic-specific resources within the school) during the past two years
Variable label:	Received prof. dev. on how to support racial and ethnic minority students
Threshold:	All Schools=55 and By Grade Level=19

Q22_9.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on using interactive teaching methods (e.g., role plays, cooperative group activities)? A. Yes B. No
Numerator:	Respondents who answered A for Q22_9
Denominator:	Respondents who answered A or B for Q22_9
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on using interactive teaching methods (e.g., role plays, cooperative group activities) during the past two years
Variable label:	Received prof. dev. on using interactive teaching methods
Threshold:	All Schools=55 and By Grade Level=19
Q22_10.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on encouraging family or community involvement? A. Yes B. No
Numerator:	Respondents who answered A for Q22_10
Denominator:	Respondents who answered A or B for Q22_10
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on encouraging family or community involvement during the past two years
Variable label:	Received prof. dev. on encouraging family or community involvement
Threshold:	All Schools=55 and By Grade Level=19
Q22_11.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on teaching skills for behavior change? A. Yes B. No
Numerator:	Respondents who answered A for Q22_11
Denominator:	Respondents who answered A or B for Q22_11
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on teaching skills for behavior change during the past two years
Variable label:	Received prof. dev. on teaching skills for behavior change
Threshold:	All Schools=55 and By Grade Level=19

Q22_12.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)? A. Yes B. No
Numerator:	Respondents who answered A for Q22_12
Denominator:	Respondents who answered A or B for Q22_12
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management) during the past two years
Variable label:	Received prof. dev. on classroom management techniques
Threshold:	All Schools=55 and By Grade Level=19
Q22_13.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on assessing student performance in health education? A. Yes B. No
Numerator:	Respondents who answered A for Q22_13
Denominator:	Respondents who answered A or B for Q22_13
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on assessing student performance in health education during the past two years
Variable label:	Received prof. dev. on assessing student performance in health education
Threshold:	All Schools=55 and By Grade Level=19
Q23_1.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on aligning lessons and materials with the district scope and sequence for sexual health education? A. Yes B. No
Numerator:	Respondents who answered A for Q23_1
Denominator:	Respondents who answered A or B for Q23_1
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on aligning lessons and materials with the district scope and sequence for sexual health education during the past two years
Variable label:	Received prof. dev. on aligning lessons with district sexual health education
Threshold:	All Schools=55 and By Grade Level=19

Q23_2.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on creating a comfortable and safe learning environment for students receiving sexual health education? A. Yes B. No
Numerator:	Respondents who answered A for Q23_2
Denominator:	Respondents who answered A or B for Q23_2
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on creating a comfortable and safe learning environment for students receiving sexual health education during the past two years
Variable label:	Received prof. dev. on creating safe learning environment
Threshold:	All Schools=55 and By Grade Level=19
Q23_3.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on connecting students to on-site or community-based sexual health services? A. Yes B. No
Numerator:	Respondents who answered A for Q23_3
Denominator:	Respondents who answered A or B for Q23_3
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on connecting students to on-site or community-based sexual health services during the past two years
Variable label:	Received prof. dev. on connecting students to on-site sexual health services
Threshold:	All Schools=55 and By Grade Level=19
Q23_4.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on using a variety of effective instructional strategies to deliver sexual health education? A. Yes B. No
Numerator:	Respondents who answered A for Q23_4
Denominator:	Respondents who answered A or B for Q23_4
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on using a variety of effective instructional strategies to deliver sexual health education during the past two years
Variable label:	Received prof. dev. on effective instructional strategies
Threshold:	All Schools=55 and By Grade Level=19

Q23_5.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on building student skills in HIV, other STI, and pregnancy prevention? A. Yes B. No
Numerator:	Respondents who answered A for Q23_5
Denominator:	Respondents who answered A or B for Q23_5
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on building student skills in HIV, other STI, and pregnancy prevention during the past two years
Variable label:	Received prof. dev. on building student skills in HIV/other STI/pregnancy prevention
Threshold:	All Schools=55 and By Grade Level=19
Q23_6.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on assessing student knowledge and skills in sexual health education? A. Yes B. No
Numerator:	Respondents who answered A for Q23_6
Denominator:	Respondents who answered A or B for Q23_6
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on assessing student knowledge and skills in sexual health education during the past two years
Variable label:	Received prof. dev. on assessing student knowledge in sexual health education
Threshold:	All Schools=55 and By Grade Level=19
Q23_7.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on understanding current district or school board policies or curriculum guidance regarding sexual health education? A. Yes B. No
Numerator:	Respondents who answered A for Q23_7
Denominator:	Respondents who answered A or B for Q23_7
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on understanding current district or school board policies or curriculum guidance regarding sexual health education during the past two years
Variable label:	Received prof. dev. on understanding current sexual health education policies
Threshold:	All Schools=55 and By Grade Level=19

Q23_8.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on identifying appropriate modifications to the sexual health curriculum to meet the needs of all students? A. Yes B. No
Numerator:	Respondents who answered A for Q23_8
Denominator:	Respondents who answered A or B for Q23_8
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on identifying appropriate modifications to the sexual health curriculum to meet the needs of all students during the past two years
Variable label:	Received prof. dev. on identifying modifications to sexual health curriculum
Threshold:	All Schools=55 and By Grade Level=19
Q23_9.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on engaging parents in sexual health education? A. Yes B. No
Numerator:	Respondents who answered A for Q23_9
Denominator:	Respondents who answered A or B for Q23_9
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on engaging parents in sexual health education during the past two years
Variable label:	Received prof. dev. on engaging parents in sexual health education
Threshold:	All Schools=55 and By Grade Level=19
Q23_10.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on delivering virtual or eLearning sexual health education instruction? A. Yes B. No
Numerator:	Respondents who answered A for Q23_10
Denominator:	Respondents who answered A or B for Q23_10
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on delivering virtual or eLearning sexual health education instruction during the past two years
Variable label:	Received prof. dev. on delivering virtual or eLearning sexual health education instruction
Threshold:	All Schools=55 and By Grade Level=19

Q24_2.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on social factors that influence health (e.g., access to education, food and housing stability, transportation, employment)? A. Yes B. No
Numerator:	Respondents who answered A for Q24_2
Denominator:	Respondents who answered A or B for Q24_2
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on social factors that influence health (e.g., access to education, food and housing stability, transportation, employment) during the past two years
Variable label:	Received prof. dev. on social factors that influence health
Threshold:	All Schools=55 and By Grade Level=19
Q24_3.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on combating stressors (e.g., discrimination, harassment, stereotypes) that negatively impact health? A. Yes B. No
Numerator:	Respondents who answered A for Q24_3
Denominator:	Respondents who answered A or B for Q24_3
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on combating stressors (e.g., discrimination, harassment, stereotypes) that negatively impact health during the past two years
Variable label:	Received prof. dev. on combating stressors
Threshold:	All Schools=55 and By Grade Level=19
Q24_4.	During the past two years, did you receive professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on identifying systems of oppression (e.g., systemic racism) that hinder groups from accessing resources and privileges available to others? A. Yes B. No
Numerator:	Respondents who answered A for Q24_4
Denominator:	Respondents who answered A or B for Q24_4
Summary text:	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) on identifying systems of oppression (e.g., systemic racism) that hinder groups from accessing resources and privileges available to others during the past two years
Variable label:	Received prof. dev. on identifying systems of oppression
Threshold:	All Schools=55 and By Grade Level=19

Q25_1.	Would you like to receive professional development on alcohol- or other drug-use prevention? A. Yes B. No
Numerator:	Respondents who answered A for Q25_1
Denominator:	Respondents who answered A or B for Q25_1
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on alcohol- or other drug-use prevention
Variable label:	Like prof. dev. on alcohol- or other drug-use prevention
Threshold:	All Schools=55 and By Grade Level=19
Q25_2.	Would you like to receive professional development on asthma? A. Yes B. No
Numerator:	Respondents who answered A for Q25_2
Denominator:	Respondents who answered A or B for Q25_2
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on asthma
Variable label:	Like prof. dev. on asthma
Threshold:	All Schools=55 and By Grade Level=19
Q25_3.	Would you like to receive professional development on chronic disease prevention (e.g., diabetes, obesity prevention)? A. Yes B. No
Numerator:	Respondents who answered A for Q25_3
Denominator:	Respondents who answered A or B for Q25_3
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on chronic disease prevention (e.g., diabetes, obesity prevention)
Variable label:	Like prof. dev. on chronic disease prevention
Threshold:	All Schools=55 and By Grade Level=19
Q25_4.	Would you like to receive professional development on epilepsy or seizure disorder? A. Yes B. No
Numerator:	Respondents who answered A for Q25_4
Denominator:	Respondents who answered A or B for Q25_4
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on epilepsy or seizure disorder
Variable label:	Like prof. dev. on epilepsy or seizure disorder
Threshold:	All Schools=55 and By Grade Level=19

Q25_5.	Would you like to receive professional development on food allergies? A. Yes B. No Numerator: Respondents who answered A for Q25_5 Denominator: Respondents who answered A or B for Q25_5 Summary text: Percentage of schools in which the lead health education teacher would like to receive professional development on food allergies Variable label: Like prof. dev. on food allergies Threshold: All Schools=55 and By Grade Level=19
Q25_6.	Would you like to receive professional development on foodborne illness prevention? A. Yes B. No Numerator: Respondents who answered A for Q25_6 Denominator: Respondents who answered A or B for Q25_6 Summary text: Percentage of schools in which the lead health education teacher would like to receive professional development on foodborne illness prevention Variable label: Like prof. dev. on foodborne illness prevention Threshold: All Schools=55 and By Grade Level=19
Q25_7.	Would you like to receive professional development on human immunodeficiency virus (HIV) prevention? A. Yes B. No Numerator: Respondents who answered A for Q25_7 Denominator: Respondents who answered A or B for Q25_7 Summary text: Percentage of schools in which the lead health education teacher would like to receive professional development on human immunodeficiency virus (HIV) prevention Variable label: Like prof. dev. on HIV prevention Threshold: All Schools=55 and By Grade Level=19
Q25_8.	Would you like to receive professional development on human sexuality? A. Yes B. No Numerator: Respondents who answered A for Q25_8 Denominator: Respondents who answered A or B for Q25_8 Summary text: Percentage of schools in which the lead health education teacher would like to receive professional development on human sexuality Variable label: Like prof. dev. on human sexuality Threshold: All Schools=55 and By Grade Level=19

Q25_9.	Would you like to receive professional development on infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention)? A. Yes B. No
Numerator:	Respondents who answered A for Q25_9
Denominator:	Respondents who answered A or B for Q25_9
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on infectious disease prevention (e.g., influenza [flu] or COVID-19 prevention)
Variable label:	Like prof. dev. on infectious disease prevention
Threshold:	All Schools=55 and By Grade Level=19
Q25_10.	Would you like to receive professional development on injury prevention and safety? A. Yes B. No
Numerator:	Respondents who answered A for Q25_10
Denominator:	Respondents who answered A or B for Q25_10
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on injury prevention and safety
Variable label:	Like prof. dev. on injury prevention and safety
Threshold:	All Schools=55 and By Grade Level=19
Q25_11.	Would you like to receive professional development on mental and emotional health? A. Yes B. No
Numerator:	Respondents who answered A for Q25_11
Denominator:	Respondents who answered A or B for Q25_11
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on mental and emotional health
Variable label:	Like prof. dev. on mental and emotional health
Threshold:	All Schools=55 and By Grade Level=19
Q25_12.	Would you like to receive professional development on nutrition and dietary behavior? A. Yes B. No
Numerator:	Respondents who answered A for Q25_12
Denominator:	Respondents who answered A or B for Q25_12
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on nutrition and dietary behavior
Variable label:	Like prof. dev. on nutrition and dietary behavior
Threshold:	All Schools=55 and By Grade Level=19

Q25_13.	Would you like to receive professional development on physical activity and fitness? A. Yes B. No Numerator: Respondents who answered A for Q25_13 Denominator: Respondents who answered A or B for Q25_13 Summary text: Percentage of schools in which the lead health education teacher would like to receive professional development on physical activity and fitness Variable label: Like prof. dev. on physical activity and fitness Threshold: All Schools=55 and By Grade Level=19
Q25_14.	Would you like to receive professional development on pregnancy prevention? A. Yes B. No Numerator: Respondents who answered A for Q25_14 Denominator: Respondents who answered A or B for Q25_14 Summary text: Percentage of schools in which the lead health education teacher would like to receive professional development on pregnancy prevention Variable label: Like prof. dev. on pregnancy prevention Threshold: All Schools=55 and By Grade Level=19
Q25_15.	Would you like to receive professional development on sexually transmitted infection (STI) prevention? A. Yes B. No Numerator: Respondents who answered A for Q25_15 Denominator: Respondents who answered A or B for Q25_15 Summary text: Percentage of schools in which the lead health education teacher would like to receive professional development on sexually transmitted infection (STI) prevention Variable label: Like prof. dev. on STI prevention Threshold: All Schools=55 and By Grade Level=19
Q25_16.	Would you like to receive professional development on sleep health (e.g., how much sleep students need, good sleep habits)? A. Yes B. No Numerator: Respondents who answered A for Q25_16 Denominator: Respondents who answered A or B for Q25_16 Summary text: Percentage of schools in which the lead health education teacher would like to receive professional development on sleep health (e.g., how much sleep students need, good sleep habits) Variable label: Like prof. dev. on sleep health Threshold: All Schools=55 and By Grade Level=19

Q25_17.	Would you like to receive professional development on suicide prevention? A. Yes B. No
Numerator:	Respondents who answered A for Q25_17
Denominator:	Respondents who answered A or B for Q25_17
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on suicide prevention
Variable label:	Like prof. dev. on suicide prevention
Threshold:	All Schools=55 and By Grade Level=19
Q25_18.	Would you like to receive professional development on tobacco-use prevention or cessation? A. Yes B. No
Numerator:	Respondents who answered A for Q25_18
Denominator:	Respondents who answered A or B for Q25_18
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on tobacco-use prevention or cessation
Variable label:	Like prof. dev. on tobacco-use prevention or cessation
Threshold:	All Schools=55 and By Grade Level=19
Q25_19.	Would you like to receive professional development on violence prevention (e.g., bullying, fighting, dating violence prevention)? A. Yes B. No
Numerator:	Respondents who answered A for Q25_19
Denominator:	Respondents who answered A or B for Q25_19
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on violence prevention (e.g., bullying, fighting, dating violence prevention)
Variable label:	Like prof. dev. on violence prevention
Threshold:	All Schools=55 and By Grade Level=19
Q26_1.	Would you like to receive professional development on teaching students with physical, medical, or cognitive disabilities? A. Yes B. No
Numerator:	Respondents who answered A for Q26_1
Denominator:	Respondents who answered A or B for Q26_1
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on teaching students with physical, medical, or cognitive disabilities
Variable label:	Like prof. dev. on teaching students with disabilities
Threshold:	All Schools=55 and By Grade Level=19

Q26_2.	Would you like to receive professional development on teaching students of various racial/ethnic and cultural backgrounds? A. Yes B. No
Numerator:	Respondents who answered A for Q26_2
Denominator:	Respondents who answered A or B for Q26_2
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on teaching students of various racial/ethnic and cultural backgrounds
Variable label:	Like prof. dev. on teaching students of various racial/ethnic and cultural backgrounds
Threshold:	All Schools=55 and By Grade Level=19
Q26_3.	Would you like to receive professional development on teaching English language learners (ELL)? A. Yes B. No
Numerator:	Respondents who answered A for Q26_3
Denominator:	Respondents who answered A or B for Q26_3
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on teaching English language learners (ELL)
Variable label:	Like prof. dev. on teaching ELL
Threshold:	All Schools=55 and By Grade Level=19
Q26_5.	Would you like to receive professional development on applying trauma-informed practices to promote social, emotional, and educational success? A. Yes B. No
Numerator:	Respondents who answered A for Q26_5
Denominator:	Respondents who answered A or B for Q26_5
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on applying trauma-informed practices to promote social, emotional, and educational success
Variable label:	Like prof. dev. on applying trauma-informed practices
Threshold:	All Schools=55 and By Grade Level=19

Q26_6.	Would you like to receive professional development on supporting student mental and emotional health? A. Yes B. No
Numerator:	Respondents who answered A for Q26_6
Denominator:	Respondents who answered A or B for Q26_6
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on supporting student mental and emotional health
Variable label:	Like prof. dev. on supporting student mental and emotional health
Threshold:	All Schools=55 and By Grade Level=19
Q26_8.	Would you like to receive professional development on how to support racial and ethnic minority students (e.g., fostering an anti-racist culture, implementing safe spaces, use of inclusive practices, providing students with information about racial/ethnic-specific resources within the school)? A. Yes B. No
Numerator:	Respondents who answered A for Q26_8
Denominator:	Respondents who answered A or B for Q26_8
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on how to support racial and ethnic minority students (e.g., fostering an anti-racist culture, implementing safe spaces, use of inclusive practices, providing students with information about racial/ethnic-specific resources within the school)
Variable label:	Like prof. dev. on how to support racial and ethnic minority students
Threshold:	All Schools=55 and By Grade Level=19
Q26_9.	Would you like to receive professional development on using interactive teaching methods (e.g., role plays, cooperative group activities)? A. Yes B. No
Numerator:	Respondents who answered A for Q26_9
Denominator:	Respondents who answered A or B for Q26_9
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on using interactive teaching methods (e.g., role plays, cooperative group activities)
Variable label:	Like prof. dev. on using interactive teaching methods
Threshold:	All Schools=55 and By Grade Level=19

Q26_10.	Would you like to receive professional development on encouraging family or community involvement? A. Yes B. No
Numerator:	Respondents who answered A for Q26_10
Denominator:	Respondents who answered A or B for Q26_10
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on encouraging family or community involvement
Variable label:	Like prof. dev. on encouraging family or community involvement
Threshold:	All Schools=55 and By Grade Level=19
Q26_11.	Would you like to receive professional development on teaching skills for behavior change? A. Yes B. No
Numerator:	Respondents who answered A for Q26_11
Denominator:	Respondents who answered A or B for Q26_11
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on teaching skills for behavior change
Variable label:	Like prof. dev. on teaching skills for behavior change
Threshold:	All Schools=55 and By Grade Level=19
Q26_12.	Would you like to receive professional development on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)? A. Yes B. No
Numerator:	Respondents who answered A for Q26_12
Denominator:	Respondents who answered A or B for Q26_12
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, behavior management)
Variable label:	Like prof. dev. on classroom management techniques
Threshold:	All Schools=55 and By Grade Level=19

Q26_13.	Would you like to receive professional development on assessing student performance in health education? A. Yes B. No
Numerator:	Respondents who answered A for Q26_13
Denominator:	Respondents who answered A or B for Q26_13
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on assessing student performance in health education
Variable label:	Like prof. dev. on assessing student performance in health education
Threshold:	All Schools=55 and By Grade Level=19
Q27_1.	Would you like to receive professional development on aligning lessons and materials with the district scope and sequence for sexual health education? A. Yes B. No
Numerator:	Respondents who answered A for Q27_1
Denominator:	Respondents who answered A or B for Q27_1
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on aligning lessons and materials with the district scope and sequence for sexual health education
Variable label:	Like prof. dev. on aligning lessons with district sexual health education
Threshold:	All Schools=55 and By Grade Level=19
Q27_2.	Would you like to receive professional development on creating a comfortable and safe learning environment for students receiving sexual health education? A. Yes B. No
Numerator:	Respondents who answered A for Q27_2
Denominator:	Respondents who answered A or B for Q27_2
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on creating a comfortable and safe learning environment for students receiving sexual health education
Variable label:	Like prof. dev. on creating safe learning environment
Threshold:	All Schools=55 and By Grade Level=19

Q27_3.	Would you like to receive professional development on connecting students to on-site or community-based sexual health services? A. Yes B. No
Numerator:	Respondents who answered A for Q27_3
Denominator:	Respondents who answered A or B for Q27_3
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on connecting students to on-site or community-based sexual health services
Variable label:	Like prof. dev. on connecting students to on-site sexual health services
Threshold:	All Schools=55 and By Grade Level=19
Q27_4.	Would you like to receive professional development on using a variety of effective instructional strategies to deliver sexual health education? A. Yes B. No
Numerator:	Respondents who answered A for Q27_4
Denominator:	Respondents who answered A or B for Q27_4
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on using a variety of effective instructional strategies to deliver sexual health education
Variable label:	Like prof. dev. on effective instructional strategies
Threshold:	All Schools=55 and By Grade Level=19
Q27_5.	Would you like to receive professional development on building student skills in HIV, other STI, and pregnancy prevention? A. Yes B. No
Numerator:	Respondents who answered A for Q27_5
Denominator:	Respondents who answered A or B for Q27_5
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on building student skills in HIV, other STI, and pregnancy prevention
Variable label:	Like prof. dev. on building student skills in HIV/other STI/pregnancy prevention
Threshold:	All Schools=55 and By Grade Level=19

Q27_6.	Would you like to receive professional development on assessing student knowledge and skills in sexual health education? A. Yes B. No Numerator: Respondents who answered A for Q27_6 Denominator: Respondents who answered A or B for Q27_6 Summary text: Percentage of schools in which the lead health education teacher would like to receive professional development on assessing student knowledge and skills in sexual health education Variable label: Like prof. dev. on assessing student knowledge in sexual health education Threshold: All Schools=55 and By Grade Level=19
Q27_7.	Would you like to receive professional development on understanding current district or school board policies or curriculum guidance regarding sexual health education? A. Yes B. No Numerator: Respondents who answered A for Q27_7 Denominator: Respondents who answered A or B for Q27_7 Summary text: Percentage of schools in which the lead health education teacher would like to receive professional development on understanding current district or school board policies or curriculum guidance regarding sexual health education Variable label: Like prof. dev. on understanding current sexual health education policies Threshold: All Schools=55 and By Grade Level=19
Q27_8.	Would you like to receive professional development on identifying appropriate modifications to the sexual health curriculum to meet the needs of all students? A. Yes B. No Numerator: Respondents who answered A for Q27_8 Denominator: Respondents who answered A or B for Q27_8 Summary text: Percentage of schools in which the lead health education teacher would like to receive professional development on identifying appropriate modifications to the sexual health curriculum to meet the needs of all students Variable label: Like prof. dev. on identifying modifications to sexual health curriculum Threshold: All Schools=55 and By Grade Level=19
Q27_9.	Would you like to receive professional development on engaging parents in sexual health education? A. Yes B. No Numerator: Respondents who answered A for Q27_9 Denominator: Respondents who answered A or B for Q27_9 Summary text: Percentage of schools in which the lead health education teacher would like to receive professional development on engaging parents in sexual health education Variable label: Like prof. dev. on engaging parents in sexual health education Threshold: All Schools=55 and By Grade Level=19

Q27_10.	Would you like to receive professional development on delivering virtual or eLearning sexual health education instruction? A. Yes B. No
Numerator:	Respondents who answered A for Q27_10
Denominator:	Respondents who answered A or B for Q27_10
Summary text:	Percentage of schools in which the lead health education teacher would like to receive professional development on delivering virtual or eLearning sexual health education instruction
Variable label:	Like prof. dev. on delivering virtual or eLearning sexual health education instruction
Threshold:	All Schools=55 and By Grade Level=19
Q28.	Currently, are you certified, licensed, or endorsed by the state to teach health education in middle school or high school? A. Yes B. No
Numerator:	Respondents who answered A for Q28
Denominator:	Respondents who answered A or B for Q28
Summary text:	Percentage of schools in which the lead health education teacher is certified, licensed, or endorsed by the state to teach health education in middle school or high school
Variable label:	Certified by state to teach
Threshold:	All Schools=55 and By Grade Level=19

4. Lead Health Education Teacher Supplemental Variables

Supplemental variables are calculated based on results from one or more than one question. The following table presents the numerator and the denominator for calculating the supplemental dichotomous variables.

SHE_PM_1807_2

Numerator:	Respondents who answered A for for all of Q13_1_1-Q13_1_7 and who answered A for all of Q13_2_1-Q13_2_7
Denominator:	Respondents who answered A for all of Q13_1_1-Q13_1_7 and who answered A for all of Q13_2_1-Q13_2_7 or who answered B for any of Q13_1_1-Q13_1 or Q13_2_1-Q13_2_7
Summary text:	Percentage of schools that assess the ability of students to do all of the following skills in each grade span: 6, 7, or 8, and 9, 10, 11, or 12: • Comprehend concepts important to prevent HIV, other STIs, and pregnancy • Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors • Access valid information, products, and services to prevent HIV, other STIs, and pregnancy • Use interpersonal communication skills to avoid or reduce sexual risk behaviors • Use decision making skills to prevent HIV, other STIs, and pregnancy • Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them • Influence and support others to avoid or reduce sexual risk behaviors
Variable label:	SHE_PM_1807_2 MS/HS assess HIV topics
Dependence:	Depends on Q13_1_1-Q13_1_7 and Q13_2_1-Q13_2_7
Threshold:	All Schools=55 and By Grade Level=19

SAS code:	CNT1 = 0;
	CNT2 = 0;
	array TQ13_1(7) Q13_1_1-Q13_1_7;
	array TQ13_2(7) Q13_2_1-Q13_2_7;
	do I = 1 to 7;
	CNT1 = sum(CNT1,TQ13_1(I) = 1);
	CNT2 = sum(CNT2,TQ13_2(I) = 1);
	end;
	
	if (F_GRDLVL2 = 1 and f_higrade < 9 and CNT1 = 7) or ((F_GRDLVL2 = 2 or (f_lowgrade < 9 and f_higrade = 9)) and (CNT1 = 7 and CNT2 = 7)) or ((F_GRDLVL2 = 3 or (f_lowgrade = 9 and f_higrade = 9)) and CNT2=7) then SHE_PM_1807_2 = 1;
	else if (F_GRDLVL2 = 1 and (Q13_1_1 = 2 or Q13_1_2 = 2 or Q13_1_3 = 2 or Q13_1_4 = 2 or Q13_1_5 = 2 or Q13_1_6 = 2 or Q13_1_7 = 2)) or ((F_GRDLVL2 = 2 or (f_lowgrade < 9 and F_HIGRADE = 9)) and (Q13_1_1 = 2 or Q13_1_2 = 2 or Q13_1_3 = 2 or Q13_1_4 = 2 or Q13_1_5 = 2 or Q13_1_6 = 2 or Q13_1_7 = 2 or Q13_2_1 = 2 or Q13_2_2 = 2 or Q13_2_3 = 2 or Q13_2_4 = 2 or Q13_2_5 = 2 or Q13_2_6 = 2 or Q13_2_7 = 2)) or ((F_GRDLVL2 = 3 or (f_lowgrade = 9 and f_higrade = 9)) and (Q13_2_1 = 2 or Q13_2_2 = 2 or Q13_2_3=2 or Q13_2_4 = 2 or Q13_2_5 = 2 or Q13_2_6 = 2 or Q13_2_7=2)) then SHE_PM_1807_2 = 2;

SHE_PM_1807_3	
Numerator:	Respondents who answered A for all of Q4_1-Q4_6
Denominator:	Respondents who answered A for all of Q4_1-Q4_6 or who answered B for any of Q4_1-Q4_6
Summary text:	Percentage of schools in which those who teach sexual health education are provided with all of the following materials: • An approved health education scope and sequence that includes learning objectives, outcomes, and content to guide sexual health education instruction • A written health education curriculum that includes objectives and content addressing sexual health education • Teacher pacing guides for sexual health education instruction (i.e., schedules that regulate a teacher's pace of the unit or curriculum) • Teaching resources (e.g., lesson plans, handouts) to support sexual health education instruction • Strategies that are age-appropriate, relevant, and actively engage students in learning • Methods to assess student knowledge and skills related to sexual health education
Variable label:	SHE_PM_1807_3 provided materials
Dependence:	Depends on Q4_1-Q4_6
Threshold:	All Schools=55 and By Grade Level=19

SAS code:	if Q4_1 = 1 and Q4_2 = 1 and Q4_3 = 1 and Q4_4 = 1 and Q4_5 = 1 and Q4_6 = 1 then SHE_PM_1807_3 = 1;
	else if Q4_1 = 2 or Q4_2 = 2 or Q4_3 = 2 or Q4_4 = 2 or Q4_5 = 2 or Q4_6 = 2 then SHE_PM_1807_3 = 2;
	if Q4_1 = 3 or Q4_2 = 3 or Q4_3 = 3 or Q4_4 = 3 or Q4_5 = 3 or Q4_6 = 3 then SHE_PM_1807_3 =.;

SHS_PM_1807_4	
Numerator:	Respondents who answered A for Q12_2_4, Q12_2_11, and Q12_2_17
Denominator:	Respondents who answered A for Q12_2_4, Q12_2_11, and Q12_2_17 or who answered B for any of Q12_2_4, Q12_2_11, or Q12_2_17
Summary text:	Percentage of schools that taught all of the following topics in grades 9, 10, 11, or 12: • How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy • How to obtain condoms • Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health
Variable label:	SHS_PM_1807_4 taught SHS topics
Dependence:	Depends on Q12_2_4, Q12_2_11, and Q12_2_17
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q12_2_4 = 1 and Q12_2_11 = 1 and Q12_2_17 = 1 then SHS_PM_1807_4 = 1; else if Q12_2_4 = 2 or Q12_2_11= 2 or Q12_2_17 = 2 then SHS_PM_1807_4 = 2;

SSE_PM_1807_1	
Numerator:	Respondents who answered A for Q22_12
Denominator:	Respondents who answered A or B for Q22_12
Summary text:	Percentage of schools in which school staff received professional development on classroom management techniques
Variable label:	SSE_PM_1807_1 PD classroom management
Dependence:	Depends on Q22_12
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q22_12 = 1 then SSE_PM_1807_1 = 1; else if Q22_12 = 2 then SSE_PM_1807_1 = 2;
D_PM_1807_1	
Numerator:	Respondents who answered A for all of Q11_1-Q11_9
Denominator:	Respondents who answered A for all of Q11_1-Q11_9 or who answered B for any of Q11_1-Q11_9
Summary text:	Percentage of schools that taught all of the following topics in a required course: • Differences between proper use and abuse of over-the-counter medicines and prescription medicines • Harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs • Situations that lead to the use of alcohol and other drugs • Alcohol and other drug use as an unhealthy way to manage weight • Identifying reasons why individuals choose to use or not to use alcohol and other drugs • Using interpersonal communication skills to avoid alcohol and other drug use (e.g., refusal skills, assertiveness) • Supporting others who abstain from or want to quit using alcohol and other drugs • Understanding the social influences on alcohol and other drug use, including media, family, peers, and culture • How to persuade and support others to be alcohol and other drug free
Variable label:	D_PM_1807_1 taught all alcohol and drug topics
Dependence:	Depends on Q11_1-Q11_9
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q11_1= 1 and Q11_2 = 1 and Q11_3 = 1 and Q11_4 = 1 and Q11_5 = 1 and Q11_6 = 1 and Q11_7 = 1 and Q11_8 = 1 and Q11_9 = 1 then D_PM_1807_1 = 1; else if Q11_ 1 = 2 or Q11_2 = 2 or Q11_3 = 2 or Q11_4 = 2 or Q11_5 = 2 or Q11_6 = 2 or Q11_7 = 2 or Q11_8 = 2 or Q11_9 = 2 then D_PM_1807_1 = 2;

Q9N

Numerator: Respondents who answered A for all of Q9_1-Q9_19

Denominator: Respondents who answered A for all of Q9_1-Q9_19 or who answered B for any of Q9_1-Q9_19

Summary text: Percentage of schools that taught all 19 tobacco-use prevention topics during the current school year*

Footnote: *Responses to Q9_1 through Q9_19 all are answered A.

- Identifying tobacco products and the harmful substances they contain
- Identifying short- and long-term health consequences of tobacco product use
- Identifying social, economic, and cosmetic consequences of tobacco product use
- Understanding the addictive nature of nicotine
- Effects of nicotine on the adolescent brain
- Effects of tobacco product use on athletic performance
- Effects of second-hand smoke and benefits of a smoke-free environment
- Understanding the social influences on tobacco product use, including media, family, peers, and culture
- Identifying reasons why students do and do not use tobacco products
- Making accurate assessments of how many peers use tobacco products
- Using interpersonal communication skills to avoid tobacco product use (e.g., refusal skills, assertiveness)
- Using goal-setting and decision-making skills related to not using tobacco products
- Finding valid information and services related to tobacco-use prevention and cessation
- Supporting others who abstain from or want to quit using tobacco products
- Identifying harmful effects of tobacco product use on fetal development
- Relationship between using tobacco products and alcohol or other drugs
- How addiction to tobacco products can be treated
- Understanding school policies and community laws related to the sale and use of tobacco products
- Benefits of tobacco product cessation programs

Variable label: Q9N taught all 19 tobacco topics

Dependence: Depends on Q9_1-Q9_19

Threshold: All Schools=55 and By Grade Level=19

SAS code:

```
if Q9_1 = 1 and Q9_2 = 1 and Q9_3 = 1 and Q9_4 = 1 and Q9_5 = 1 and Q9_6 = 1
    and Q9_7 = 1 and Q9_8 = 1 and Q9_9 = 1 and Q9_10 = 1 and Q9_11 = 1 and
    Q9_12 = 1 and Q9_13 = 1 and Q9_14 = 1 and Q9_15 = 1 and Q9_16 = 1 and
    Q9_17 = 1 and Q9_18 = 1 and Q9_19 = 1 then Q9N = 1;
else if Q9_1 = 2 or Q9_2 = 2 or Q9_3 = 2 or Q9_4 = 2 or Q9_5 = 2 or Q9_6 = 2 or
    Q9_7 = 2 or Q9_8 = 2 or Q9_9 = 2 or Q9_10 = 2 or Q9_11 = 2 or Q9_12 = 2 or
    Q9_13 = 2 or Q9_14 = 2 or Q9_15 = 2 or Q9_16 = 2 or Q9_17 = 2 or Q9_18 =
    2 or Q9_19 = 2 then Q9N = 2;
```

Q16N	
Numerator:	Respondents who answered A for all of Q16_1-Q16_23
Denominator:	Respondents who answered A for all of Q16_1-Q16_23 or who answered B for any of Q16_1-Q16_23
Summary text:	Percentage of schools that taught all 23 nutrition and dietary behavior topics during the current school year*
Footnote:	*Responses to Q16_1- Q16_23 all are answered A.
Variable label:	Taught all 23 nutrition topics
Dependence:	Depends on Q16_1-Q16_23
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q16_1 = 1 and Q16_2 = 1 and Q16_3 = 1 and Q16_4 = 1 and Q16_5 = 1 and Q16_6 = 1 and Q16_7 = 1 and Q16_8 = 1 and Q16_9 = 1 and Q16_10 = 1 and Q16_11 = 1 and Q16_12 = 1 and Q16_13 = 1 and Q16_14 = 1 and Q16_15 = 1 and Q16_16 = 1 and Q16_17 = 1 and Q16_18 = 1 and Q16_19 = 1 and Q16_20 = 1 and Q16_21 = 1 and Q16_22 = 1 and Q16_23 = 1 then Q16N = 1; else if Q16_1 = 2 or Q16_2 = 2 or Q16_3 = 2 or Q16_4 = 2 or Q16_5 = 2 or Q16_6 = 2 or Q16_7 = 2 or Q16_8 = 2 or Q16_9 = 2 or Q16_10 = 2 or Q16_11 = 2 or Q16_12 = 2 or Q16_13 = 2 or Q16_14 = 2 or Q16_15 = 2 or Q16_16 = 2 or Q16_17 = 2 or Q16_18 = 2 or Q16_19 = 2 or Q16_20 = 2 or Q16_21 = 2 or Q16_22 = 2 or Q16_23 = 2 then Q16N = 2;
Q17N	
Numerator:	Respondents who answered A for all of Q17_1-Q17_13
Denominator:	Respondents who answered A for all of Q17_1-Q17_13 or who answered B for any of Q17_1-Q17_13
Summary text:	Percentage of schools that taught all 13 physical activity topics during the current school year*
Footnote:	*Responses to Q17_1- Q17_13 all are answered A.
Variable label:	Taught all 13 physical activity topics
Dependence:	Depends on Q17_1-Q17_13
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q17_1 = 1 and Q17_2 = 1 and Q17_3 = 1 and Q17_4 = 1 and Q17_5 = 1 and Q17_6 = 1 and Q17_7 = 1 and Q17_8 = 1 and Q17_9 = 1 and Q17_10 = 1 and Q17_11 = 1 and Q17_12 = 1 and Q17_13 = 1 then Q17N = 1; else if Q17_1 = 2 or Q17_2 = 2 or Q17_3 = 2 or Q17_4 = 2 or Q17_5 = 2 or Q17_6 = 2 or Q17_7 = 2 or Q17_8 = 2 or Q17_9 = 2 or Q17_10 = 2 or Q17_11 = 2 or Q17_12 = 2 or Q17_13 = 2 then Q17N = 2;

Q18N	
Numerator:	Respondents who answered A for all of Q18_1-Q18_10
Denominator:	Respondents who answered A for all of Q18_1-Q18_10 or who answered B for any of Q18_1-Q18_10
Summary text:	Percentage of schools that taught all 10 mental and emotional health topics during the current school year*
Footnote:	*Responses to Q18_1-Q18_10 all are answered A.
Variable label:	Taught all 10 mental and emotional health topics
Dependence:	Depends on Q18_1-Q18_10
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q18_1 = 1 and Q18_2 = 1 and Q18_3 = 1 and Q18_4 = 1 and Q18_5 = 1 and Q18_6 = 1 and Q18_7 = 1 and Q18_8 = 1 and Q18_9 = 1 and Q18_10 = 1 then Q18N = 1; else if Q18_1 = 2 or Q18_2 = 2 or Q18_3 = 2 or Q18_4 = 2 or Q18_5 = 2 or Q18_6 = 2 or Q18_7 = 2 or Q18_8 = 2 or Q18_9 = 2 or Q18_10 = 2 then Q18N = 2;
Q19N	
Numerator:	Respondents who answered A for all of Q19_1-Q19_7
Denominator:	Respondents who answered A for all of Q19_1-Q19_7 or who answered B for any of Q19_1-Q19_7
Summary text:	Percentage of schools that taught all 7 violence prevention topics during the current school year*
Footnote:	*Responses to Q19_1-Q19_7 all are answered A.
Variable label:	Taught all 7 violence prevention topics
Dependence:	Depends on Q19_1-Q19_7
Threshold:	All Schools=55 and By Grade Level=19
SAS code:	if Q19_1 = 1 and Q19_2 = 1 and Q19_3 = 1 and Q19_4 = 1 and Q19_5 = 1 and Q19_6 = 1 and Q19_7 = 1 then Q19N = 1; else if Q19_1 = 2 or Q19_2 = 2 or Q19_3 = 2 or Q19_4 = 2 or Q19_5 = 2 or Q19_6 = 2 or Q19_7 = 2 then Q19N = 2;

III. Analysis Software Technical Notes

1. Software Requirements and Sample Packages

Profiles uses a systematic equal probability sample design. Statistical software used to analyze Profiles data should account for this design. Although the point estimates will always match, there will be small differences in the confidence intervals as different methods for calculating standard errors are used. Many packages with this capability for calculating standard errors are available (SUDAAN, SAS, STATA, SPSS, and Epi Info).

For Profiles, a finite population correction factor (*fpc*) is applied to the standard error of the proportion. The *fpc* accounts for sampling from a finite population without replacement. The large sample statistical theory and the standard errors of the percentage are based on the assumption that the samples are selected with replacement. However, in practice, samples are selected without replacement from populations that are of a finite size. When using the statistical packages mentioned above, special programming is required to incorporate the *fpc* into the calculation of asymmetric confidence intervals. Sample SAS programs using SAS-callable SUDAAN for calculating standard errors and for computing 95% asymmetric confidence intervals with *fpc* adjustment are provided in Section 3, separately for each survey and sample design (sample, census).

2. How to Use the SAS Format Library

The SAS format library contains the formats used to make SAS output more readable. Formats are linked to the data so that results are displayed as words ("Yes" or "No", for instance) instead of numbers (1 or 2). The SAS Profiles data file is designed to use its companion format library. You should download both the data file and the format library if you want to use SAS to analyze Profiles data.

The following example SAS program shows how to use the format library. It assumes that both the data file and the format library have been downloaded to "c:\data". The libname statement indicates where the data file and the format library are located

```
libname mydata "c:\data";  /* tells SAS where the data are */
options fmtsearch=(mydata.xx2024_formats);  /* tells SAS where the formats are (xx is the site code as it appears on the file name on the Survey TA website) */
proc freq data=mydata.xxt2024;
tables q3;
run;
```

Using the format library is recommended but technically is optional. If you do not want to use the format library, include the following statement at the start of your SAS program:

```
options nofmterr;  /* tells SAS not to look for formats */
```

Please note that each year of Profiles data has its own format library. Format libraries are not the same across years of data.

For further information on using format libraries, please consult your SAS documentation.

3. Example SAS and SAS-callable SUDAAN Program

a. Principal Program for a Sample

The following SAS program can be found under Profiles Report Resources and Documentation on the Survey TA website. The name of the file is "2024 Example Principal Program_Sample.sas." For illustrative purposes, this program presents Q1 ((Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in the following areas? (Mark yes or no for each area.)) and Q3 ((Is there one or more than one group (e.g., a school health council, committee, team) at your school that offers guidance on the development of policies or coordinates activities on health topics? (Mark one response.))

```
* Assign the locations for the SAS data and format library;

libname pdata    "c:\profiles2024";    /* tells SAS where the data are          */
libname library  "c:\profiles2024";    /* tells SAS where the format library is */

* Create a temporary dataset from the principal SAS data set loaded to the Survey TA website retaining only
    records that have principal analysis weights greater than zero (xx is the site code as it appears on the file
    name on the Survey TA website);

data principal;
    set pdata.xx_principal;
    if finalwt > 0;
run;

* Sort the data by stratum – this is a SUDAAN requirement;

proc sort data=principal;
    by psstrat;
run;

* Run the SUDAAN descript procedure for computing percent estimates and standard errors for Q1 and Q3 by
    grade level. Save SUDAAN output to a data set for use in subsequent processing steps;

proc descript data=principal filetype=sas design=strwr atlevel1=1 ;
weight finalwt;
nest psstrat;
subgroup f_grdlvl2;
levels   3;
var     q1_1 q1_2 q1_3 q1_4 q1_5 q1_6 q1_7
        q3  q3
        ;
catlevel
/* q1 */  1 1 1 1 1 1 1
/* q3 */  1 2
        ;
setenv   colspce=2 rowwidth=13 colwidth=17 leftmgn=17;
output  nsum wsum percent sepercent /filename=pdata.xx2024_principal_estimate filetype=sas
tablecell=default replace;
title "2024 school health profiles – principal survey";
print nsum wsum percent sepercent atlev1 /wsumfmt=f8.2  percentfmt=f8.4 sepercentfmt=f8.5;
run;
```

```
* Compute asymmetric 95% confidence intervals for principal percent estimates with finite population
    correction;

*  Extract finite population correction factor (ps_fpc) from the principal SAS dataset on the Survey TA website;

data ps_fpc;
  set principal (keep=ps_fpc);
  if _n_=1;
run;

* Run Proc Means for computing the number of participating principals (nobs_p) and the number of unique
strata in the principal dataset (npsstrat) - these variables are used for calculating the degrees of freedom (df_p);

proc means data = principal;
var psstrat;
output out=out_p n=nobs_p max=npsstrat;
run;

* Create a dataset that contains ps_fpc, nobs_p, npsstrat, percent, sepercent;

data xx2024_allvar;
  if _n_ = 1 then set ps_fpc;
  if _n_ = 1 then set out_p (DROP=_TYPE_   _FREQ_);
  set pdata.xx2024_principal_estimate;
  format _all_;
run;

*  Compute 95% asymmetric confidence intervals with fpc adjustment;

data  pdata.xx2024_principal_ci;
   set  xx2024_allvar;

     se_s1 = sepercent;
     wpct_s = percent/100;
     se_s2 = se_s1 * (sqrt(ps_fpc));

     if  0 < wpct_s < 1 then do;
     wpct_s_2 = 1 - wpct_s;
     ln_p = log(wpct_s) - log(wpct_s_2);
     if wpct_s = 0 or wpct_s_2 = 0 then se_p = 0;
     else se_p = (se_s2/100)/(wpct_s * (wpct_s_2));
     df_p = nobs_p - npsstrat;
     lf = ln_p - (tinv(0.975,df_p)) * se_p;
     uf = ln_p + (tinv(0.975,df_p)) * se_p;
     lower = 100 * (exp(lf)/(1 + exp(lf)));
     upper = 100 * (exp(uf)/(1 + exp(uf)));
    end;
    else do;
     lower = . ;
     upper = . ;
    end;
```

```
*  Create VAR_NAME to map the actual variable name to SUDAAN variable identifier;

length var_name $12 ;
 if variable = 1 then var_name = 'q1_1';
 if variable = 2 then var_name = 'q1_2';
 if variable = 3 then var_name = 'q1_3';
 if variable = 4 then var_name = 'q1_4';
 if variable = 5 then var_name = 'q1_5';
 if variable = 6 then var_name = 'q1_6';
 if variable = 7 then var_name = 'q1_7';
 if variable = 8 then var_name = 'q3';
 if variable = 9 then var_name = 'q3';

label
   ps_fpc = "principal finite population correction factor"
   nobs_p = "number of participating principals"
   npsstrat = "number of unique strata in the principal dataset"
   procnum = "sudaan output variable: procedure number"
   tableno = "sudaan output variable: table number"
   variable = "sudaan output variable: variable"
   _c1 = "sudaan output variable: codes for categorical variable f_grdlvl2"
   nsum = "sudaan output variable: sample size"
   wsum = "sudaan output variable: weighted size"
   percent = "sudaan output variable: percent"
   sepercent = "sudaan output variable: se percent"
   total = "sudaan output variable: total"
   lowtotal = "sudaan output variable: lower 95% limit total"
   uptotal = "sudaan output variable: upper 95% limit total"
   lowpct = "sudaan output variable: lower 95% limit percent"
   uppct = "sudaan output variable: upper 95% limit percent"
   atlev1 = "sudaan output variable: count at level 1"
   se_s1 = "same as sepercent from sudaan"
   wpct_s = "proportion: percent from sudaan divided by 100"
   se_s2 = "standard error of weighted percent with finite population correction"
   wpct_s_2 = "1 minus wpct_s"
   ln_p = "logit transformation of proportion"
   se_p = "standard error of logit-transformed proportion"
   df_p = "degrees of freedom in the principal dataset"
   lf = "lower bound of 95% asymmetric confidence interval in logit scale"
   uf = "upper bound of 95% asymmetric confidence interval in logit scale"
   lower = "lower bound of 95% asymmetric confidence interval"
   upper = "upper bound of 95% asymmetric confidence interval"
   var_name = "variable name"
  ;
run;

* print the final results;
proc print data=pdata.xx2024_principal_ci;
var var_name f_grdlvl2 ps_fpc nobs_p npsstrat nsum wsum percent sepercent total lowtotal uptotal lowpct uppct
se_s1 wpct_s se_s2 wpct_s_2 ln_p se_p df_p lf uf lower upper
    ;
run;
```

b. Principal Program for a Census

The following SAS program can be found under Profiles Report Resources and Documentation on the Survey TA website. The name of the file is "2024 Example Principal Program_Census.sas." For illustrative purposes, this program presents Q1 ((Has your school ever used the School Health Index or other self-assessment tool to assess your school's policies, activities, and programs in the following areas? (Mark yes or no for each area.)) and Q3 ((Is there one or more than one group (e.g., a school health council, committee, team) at your school that offers guidance on the development of policies or coordinates activities on health topics? (Mark one response.))

```
* Assign the locations for the SAS data and format library;

libname pdata    "c:\profiles2024";    /* tells SAS where the data are          */
libname library  "c:\profiles2024";    /* tells SAS where the format library is */

* Create a temporary dataset from the principal SAS data set loaded to the Survey TA website retaining only
    records that have principal analysis weights greater than zero (xx is the site code as it appears on the file
    name on the Survey TA website);

data principal;
    set pdata.xx_principal;
    if finalwt > 0;
run;

* Run the SUDAAN descript procedure for computing percent estimates and standard errors for Q1 and Q3 by
    grade level. Save SUDAAN output to a data set for use in subsequent processing steps;

proc descript data=principal filetype=sas design=strwor atlevel1=1 ;
weight finalwt;
nest _ONE_;
totcnt adjfsize;
subgroup f_grdlvl2;
levels   3;
var     q1_1 q1_2 q1_3 q1_4 q1_5 q1_6 q1_7
        q3  q3
        ;
catlevel
/* q1 */  1 1 1 1 1 1 1
/* q3 */  1 2
        ;

setenv   colspce=2 rowwidth=13 colwidth=17 leftmgn=17;
output  nsum wsum percent sepercent /filename=pdata.xx2024_principal_estimate filetype=sas
tablecell=default replace;
title "2024 school health profiles – principal survey";
print nsum wsum percent sepercent atlev1 /wsumfmt=f8.2  percentfmt=f8.4 sepercentfmt=f8.5;
run;
```

```
* Compute asymmetric 95% confidence intervals for principal percent estimates with finite population
    correction;

*  Extract finite population correction factor (ps_fpc) from the principal SAS dataset on the Survey TA website;

data ps_fpc;
  set principal (keep=ps_fpc);
  if _n_=1;
run;

* Run Proc Means for computing the number of participating principals (nobs_p) which is used for calculating
the degrees of freedom (df_p);

proc means data= principal;
var finalwt;
output out=out_p n=nobs_p;
run;

* Create a dataset that contains ps_fpc, nobs_p, percent, sepercent;

data xx2024_allvar;
  if _n_ = 1 then set ps_fpc;
  if _n_ = 1 then set out_p (DROP=_TYPE_   _FREQ_);
  set pdata.xx2024_principal_estimate;
  format _all_;
run;

*  Compute 95% asymmetric confidence intervals with fpc adjustment;

data  pdata.xx2024_principal_ci;
   set  xx2024_allvar;

     se_s1 = sepercent;
     wpct_s = percent/100;
     se_s2 = se_s1 * (sqrt(ps_fpc));

     if  0 < wpct_s < 1 then do;
     wpct_s_2 = 1 - wpct_s;
     ln_p = log(wpct_s) - log(wpct_s_2);
     if wpct_s = 0 or wpct_s_2 = 0 then se_p = 0;
     else se_p = (se_s2/100)/(wpct_s * (wpct_s_2));
     npsstrat = 1 ;
     df_p = nobs_p - npsstrat;
     lf = ln_p - (tinv(0.975,df_p)) * se_p;
     uf = ln_p + (tinv(0.975,df_p)) * se_p;
     lower = 100 * (exp(lf)/(1 + exp(lf)));
     upper = 100 * (exp(uf)/(1 + exp(uf)));
    end;
    else do;
     lower = . ;
     upper = . ;
    end;
```

```
*  Create VAR_NAME to map the actual variable name to SUDAAN variable identifier;

length var_name $12 ;
 if variable = 1 then var_name = 'q1_1';
 if variable = 2 then var_name = 'q1_2';
 if variable = 3 then var_name = 'q1_3';
 if variable = 4 then var_name = 'q1_4';
 if variable = 5 then var_name = 'q1_5';
 if variable = 6 then var_name = 'q1_6';
 if variable = 7 then var_name = 'q1_7';
 if variable = 8 then var_name = 'q3';
 if variable = 9 then var_name = 'q3';

label
   ps_fpc = "principal finite population correction factor"
   nobs_p = "number of participating principals"
   npsstrat = "number of unique strata in the principal dataset (set to 1 for a Census)"
   procnum = "sudaan output variable: procedure number"
   tableno = "sudaan output variable: table number"
   variable = "sudaan output variable: variable"
   _c1 = "sudaan output variable: codes for categorical variable f_grdlvl2"
   nsum = "sudaan output variable: sample size"
   wsum = "sudaan output variable: weighted size"
   percent = "sudaan output variable: percent"
   sepercent = "sudaan output variable: se percent"
   total = "sudaan output variable: total"
   lowtotal = "sudaan output variable: lower 95% limit total"
   uptotal = "sudaan output variable: upper 95% limit total"
   lowpct = "sudaan output variable: lower 95% limit percent"
   uppct = "sudaan output variable: upper 95% limit percent"
   atlev1 = "sudaan output variable: count at level 1"
   se_s1 = "same as sepercent from sudaan"
   wpct_s = "proportion: percent from sudaan divided by 100"
   se_s2 = "standard error of weighted percent with finite population correction"
   wpct_s_2 = "1 minus wpct_s"
   ln_p = "logit transformation of proportion"
   se_p = "standard error of logit-transformed proportion"
   df_p = "degrees of freedom in the principal dataset"
   lf = "lower bound of 95% asymmetric confidence interval in logit scale"
   uf = "upper bound of 95% asymmetric confidence interval in logit scale"
   lower = "lower bound of 95% asymmetric confidence interval"
   upper = "upper bound of 95% asymmetric confidence interval"
   var_name = "variable name"
  ;
run;

* print the final results;
proc print data=pdata.xx2024_principal_ci;
var var_name f_grdlvl2 ps_fpc nobs_p npsstrat nsum wsum percent sepercent total lowtotal uptotal lowpct uppct
se_s1 wpct_s se_s2 wpct_s_2 ln_p se_p df_p lf uf lower upper;
run;
```

c. Lead Health Education Teacher Program for a Sample

The following SAS program can be found under Profiles Report Resources and Documentation on the Survey TA website. The name of the file is "2024 Example Teacher Program_Sample.sas." For illustrative purposes, this program presents Q1 ((Is a required health education course taught in each of the following grades in your school? (For each grade, mark yes or no, or if your school does not have that grade, mark "grade not taught in your school.")) and Q2 ((Are those who teach health education at your school provided with each of the following materials? (Mark yes or no for each material, or mark NA for each material if no one in your school teaches health education.))

```
* Assign the locations for the SAS data and format library;

libname tdata    "c:\profiles2024";    /* tells SAS where the data are          */
libname library  "c:\profiles2024";    /* tells SAS where the format library is */

* Create a temporary dataset from the teacher SAS data set loaded on the Survey TA website retaining only
    records that have teacher analysis weights greater than zero (xx is the site code as it appears on the file name
    on the Survey TA website);

option ls=132 ps=85;

data teacher;
    set tdata.xx_teacher;
    if finalwt > 0;

    /* Special processing is required for Q1_1 – Q1_7 before running SUDAAN. Respondents who answered
    "Grade not taught in your school" are excluded */

     array com_q 1(7)  q1_1 - q1_7;
     do J = 1 to 7;
       if com_q 1 (J) = 3 then com_q 1(J)  = .N;
      end;
run;

* Sort the data by stratum – this is a SUDAAN requirement;

proc sort data=teacher;
    by tsstrat;
run;

* Run the SUDAAN descript procedure for computing percent estimates and standard errors for Q1 and Q2 by
    grade level. Save SUDAAN output to a data set for use in subsequent processing steps;

proc descript data=teacher filetype=sas design=strwr atlevel1=1 ;
weight finalwt;
nest tsstrat;
subgroup f_grdlvl2;
levels   3;
var     q1_1 q1_2 q1_3 q1_4 q1_5 q1_6 q1_7
        q2_1 q2_2 q2_3 q2_4 q2_5
        ;
```

```
catlevel
/* q1 */  11 1 1 1 1 1
/* q2 */  1 1 1 1 1
        ;
setenv   colspce=2 rowwidth=13 colwidth=17 leftmgn=17;
output  nsum wsum percent sepercent /filename=tdata.xx2024_teacher_estimate filetype=sas tablecell=default replace;
title "2024 school health profiles – teacher survey";
print nsum wsum percent sepercent atlev1 /wsumfmt=f8.2  percentfmt=f8.4 sepercentfmt=f8.5;
run;
```

```
* Compute asymmetric 95% confidence intervals for teacher percent estimates with finite population
    correction;

*  Extract finite population correction factor (ts_fpc) from the teacher SAS dataset loaded on the Survey TA
website;

data ts_fpc;
  set teacher (keep=ts_fpc);
  if _n_=1;
run;

* Run Proc Means for computing the number of participating teachers (nobs_t) and the number of unique strata
in the teacher dataset (ntsstrat) - these variables are used for calculating the degrees of freedom (df_t);

proc means data= teacher;
var tsstrat;
output out=out_t n=nobs_t max=ntsstrat;
run;

* Create a dataset that contains ts_fpc, nobs_t, ntsstrat, percent, sepercent;

data xx2024_allvar;
  if _n_ = 1 then set ts_fpc;
  if _n_ = 1 then set out_t (DROP=_TYPE_   _FREQ_);
  set tdata.xx2024_teacher_estimate;
  format _all_;
run;

*  Compute 95% asymmetric confidence intervals with fpc adjustment;

data  tdata.xx2024_teacher_ci;
   set  xx2024_allvar;

     se_s1 = sepercent;
     wpct_s = percent/100;
     se_s2 = se_s1 * (sqrt(ts_fpc));

     if  0 < wpct_s < 1 then do;
     wpct_s_2 = 1 - wpct_s;
     ln_t = log(wpct_s) - log(wpct_s_2);
     if wpct_s = 0 or wpct_s_2 = 0 then se_t = 0;
     else se_t = (se_s2/100)/(wpct_s * (wpct_s_2));
     df_t = nobs_t - ntsstrat;
     lf = ln_t - (tinv(0.975,df_t)) * se_t;
     uf = ln_t + (tinv(0.975,df_t)) * se_t;
     lower = 100 * (exp(lf)/(1 + exp(lf)));
     upper = 100 * (exp(uf)/(1 + exp(uf)));
    end;
    else do;
     lower = . ;
     upper = . ;
    end;

*  Create VAR_NAME to map the actual variable name to SUDAAN variable identifier;
```

```
length var_name $12 ;
 if variable = 1 then var_name = 'q1_1';
 if variable = 2 then var_name = 'q1_2';
 if variable = 3 then var_name = 'q1_3';
 if variable = 4 then var_name = 'q1_4';
 if variable = 5 then var_name = 'q1_5';
 if variable = 6 then var_name = 'q1_6';
 if variable = 7 then var_name = 'q1_7';
 if variable = 8 then var_name = 'q2_1';
 if variable = 9 then var_name = 'q2_2';
 if variable = 10 then var_name = 'q2_3';
 if variable = 11 then var_name = 'q2_4';
 if variable = 12 then var_name = 'q2_5';


label
   ts_fpc = "teacher finite population correction factor"
   nobs_t = "number of participating teachers"
   ntsstrat = "number of unique strata in the teacher dataset"
   procnum = "sudaan output variable: procedure number"
   tableno = "sudaan output variable: table number"
   variable = "sudaan output variable: variable"
   _c1 = "sudaan output variable: codes for categorical variable f_grdlvl2"
   nsum = "sudaan output variable: sample size"
   wsum = "sudaan output variable: weighted size"
   percent = "sudaan output variable: percent"
   sepercent = "sudaan output variable: se percent"
   total = "sudaan output variable: total"
   lowtotal = "sudaan output variable: lower 95% limit total"
   uptotal = "sudaan output variable: upper 95% limit total"
   lowpct = "sudaan output variable: lower 95% limit percent"
   uppct = "sudaan output variable: upper 95% limit percent"
   atlev1 = "sudaan output variable: count at level 1"
   se_s1 = "same as sepercent from sudaan"
   wpct_s = "proportion: percent from sudaan divided by 100"
   se_s2 = "standard error of weighted percent with finite population correction"
   wpct_s_2 = "1 minus wpct_s"
   ln_t = "logit transformation of proportion"
   se_t = "standard error of logit-transformed proportion"
   df_t = "degrees of freedom in the teacher dataset"
   lf = "lower bound of 95% asymmetric confidence interval in logit scale"
   uf = "upper bound of 95% asymmetric confidence interval in logit scale"
   lower = "lower bound of 95% asymmetric confidence interval"
   upper = "upper bound of 95% asymmetric confidence interval"
   var_name = "variable name"
  ;
run;

* print the final results;
proc print data=tdata.xx2024_teacher_ci;
var var_name f_grdlvl2 ts_fpc nobs_t ntsstrat nsum wsum percent sepercent total lowtotal uptotal lowpct uppct
se_s1 wpct_s se_s2 wpct_s_2 ln_t se_t df_t lf uf lower upper
    ;
run;
```

d. Lead Health Education Teacher Program for a Census

The following SAS program can be found under Profiles Report Resources and Documentation on the Survey TA website. The name of the file is "2024 Example Teacher Program_Census.sas." For illustrative purposes, this program presents Q1 ((Is a required health education course taught in each of the following grades in your school? (For each grade, mark yes or no, or if your school does not have that grade, mark "grade not taught in your school.")) and Q2 ((Are those who teach health education at your school provided with each of the following materials? (Mark yes or no for each material, or mark NA for each material if no one in your school teaches health education.))

```
* Assign the locations for the SAS data and format library;

libname pdata    "c:\profiles2024";    /* tells SAS where the data are          */
libname library  "c:\profiles2024";    /* tells SAS where the format library is */

* Create a temporary dataset from the teacher SAS data set loaded on the Survey TA website retaining only
    records that have teacher analysis weights greater than zero (xx is the site code as it appears on the file name
    on the Survey TA website);

option ls=132 ps=85;

data teacher;
    set tdata.xx_teacher;
    if finalwt > 0;

     /* Special processing is required for Q1_1 – Q1_7 before running SUDAAN. Respondents who answered
    "Grade not taught in your school" are excluded */

     array com_q 1(7)  q1_1 - q1_7;
     do J = 1 to 7;
       if com_q 1(J) = 3 then com_q 1(J)  = .N;
      end;
run;

* Run the SUDAAN descript procedure for computing percent estimates and standard errors for Q1 and Q2 by
    grade level. Save SUDAAN output to a data set for use in subsequent processing steps;

proc descript data=teacher filetype=sas design=strwor atlevel1=1 ;
weight finalwt;
nest _one_;
totcnt adjfsize;
subgroup f_grdlvl2;
levels   3;
var    q1_1 q1_2 q1_3 q1_4 q1_5 q1_6 q1_7
       q2_1 q2_2 q2_3 q2_4 q2_5
        ;
catlevel
/* q1 */  1 1 1 1 1 1 1
/* q2 */  1 1 1 1 1
        ;
```

```
setenv   colspce=2 rowwidth=13 colwidth=17 leftmgn=17;
output  nsum wsum percent sepercent /filename=tdata.xx2024_teacher_estimate filetype=sas tablecell=default replace;
title "2024 school health profiles – teacher survey";
print nsum wsum percent sepercent atlev1 /wsumfmt=f8.2  percentfmt=f8.4 sepercentfmt=f8.5;
run;
```

```
* Compute asymmetric 95% confidence intervals for teacher percent estimates with finite population
    correction;

*  Extract finite population correction factor (ts_fpc) from the teacher SAS dataset loaded on the Survey TA
website;

data ts_fpc;
  set teacher (keep=ts_fpc);
  if _n_=1;
run;

* Run Proc Means for computing the number of participating teachers (nobs_t) which is used for calculating the
degrees of freedom (df_t);

proc means data= teacher;
var finalwt;
output out=out_t n=nobs_t;
run;

* Create a dataset that contains ts_fpc, nobs_t, percent, sepercent;

data xx2024_allvar;
  if _n_ = 1 then set ts_fpc;
  if _n_ = 1 then set out_t (DROP=_TYPE_   _FREQ_);
  set tdata.xx2024_teacher_estimate;
  format _all_;
run;

*  Compute 95% asymmetric confidence intervals with fpc adjustment;

data  tdata.xx2024_teacher_ci;
   set  xx2024_allvar;

     se_s1 = sepercent;
     wpct_s = percent/100;
     se_s2 = se_s1 * (sqrt(ts_fpc));

     if  0 < wpct_s < 1 then do;
     wpct_s_2 = 1 - wpct_s;
     ln_t = log(wpct_s) - log(wpct_s_2);
     if wpct_s = 0 or wpct_s_2 = 0 then se_t = 0;
     else se_t = (se_s2/100)/(wpct_s * (wpct_s_2));
     ntsstrat = 1 ;
     df_t = nobs_t - ntsstrat;
     lf = ln_t - (tinv(0.975,df_t)) * se_t;
     uf = ln_t + (tinv(0.975,df_t)) * se_t;
     lower = 100 * (exp(lf)/(1 + exp(lf)));
     upper = 100 * (exp(uf)/(1 + exp(uf)));
    end;
    else do;
     lower = . ;
     upper = . ;
    end;
```

```
*  Create VAR_NAME to map the actual variable name to SUDAAN variable identifier;

 length var_name $12 ;
 if variable = 1 then var_name = 'q1_1';
 if variable = 2 then var_name = 'q1_2';
 if variable = 3 then var_name = 'q1_3';
 if variable = 4 then var_name = 'q1_4';
 if variable = 5 then var_name = 'q1_5';
 if variable = 6 then var_name = 'q1_6';
 if variable = 7 then var_name = 'q1_7';
 if variable = 8 then var_name = 'q2_1';
 if variable = 9 then var_name = 'q2_2';
 if variable = 10 then var_name = 'q2_3';
 if variable = 11 then var_name = 'q2_4';
 if variable = 12 then var_name = 'q2_5';

label
   ts_fpc = "teacher finite population correction factor"
   nobs_t = "number of participating teachers"
   ntsstrat = "number of unique strata in the teacher dataset (set to 1 for a Census)"
   procnum = "sudaan output variable: procedure number"
   tableno = "sudaan output variable: table number"
   variable = "sudaan output variable: variable"
   _c1 = "sudaan output variable: codes for categorical variable f_grdlvl2"
   nsum = "sudaan output variable: sample size"
   wsum = "sudaan output variable: weighted size"
   percent = "sudaan output variable: percent"
   sepercent = "sudaan output variable: se percent"
   total = "sudaan output variable: total"
   lowtotal = "sudaan output variable: lower 95% limit total"
   uptotal = "sudaan output variable: upper 95% limit total"
   lowpct = "sudaan output variable: lower 95% limit percent"
   uppct = "sudaan output variable: upper 95% limit percent"
   atlev1 = "sudaan output variable: count at level 1"
   se_s1 = "same as sepercent from sudaan"
   wpct_s = "proportion: percent from sudaan divided by 100"
   se_s2 = "standard error of weighted percent with finite population correction"
   wpct_s_2 = "1 minus wpct_s"
   ln_t = "logit transformation of proportion"
   se_t = "standard error of logit-transformed proportion"
   df_t = "degrees of freedom in the teacher dataset"
   lf = "lower bound of 95% asymmetric confidence interval in logit scale"
   uf = "upper bound of 95% asymmetric confidence interval in logit scale"
   lower = "lower bound of 95% asymmetric confidence interval"
   upper = "upper bound of 95% asymmetric confidence interval"
   var_name = "variable name"
  ;
run;

* print the final results;
proc print data=tdata.xx2024_teacher_ci;
var var_name f_grdlvl2 ts_fpc nobs_t ntsstrat nsum wsum percent sepercent total lowtotal uptotal lowpct uppct
se_s1 wpct_s se_s2 wpct_s_2 ln_t se_t df_t lf uf lower upper
    ;
run;
```