

# SCHOOL RESOURCE GUIDE

Utah Comprehensive Tobacco-Free  
School Policy Toolkit



#### Acknowledgments

This toolkit was developed by the Utah Department of Health Tobacco Prevention and Control Program (UDOH TPCP) and utilizes information compiled from years of work done across the country in school tobacco prevention and control. The UDOH TPCP would specifically like to acknowledge the Rocky Mountain Center for Health Promotion and Education (RMC Health) and the school-based tobacco policy work of Colorado, New Mexico, Texas, and Virginia State Health Departments.

# Table of Contents

## Introduction

- Utah Tobacco-Free Campus Policy Toolkit.....2
- Comprehensive Tobacco-Free School Policies are Essential.....3

## Policy Review

- Written Policy Content.....4
- Communication and Resources.....6
- Behavior and Enforcement.....8
- Signage Review.....9

## Policy Implementation Resources

- General Tips.....10
- Instruction and Curriculum.....11
- Communication Tips.....12
- Enforcement Tips.....14
- Policy Violation Guidance.....16
- Cessation Resources.....18

## Appendices

- Appendix A: Referring Youth to the Quit Line.....20
- Appendix B: Waiver for Quit Line.....21
- Appendix C: ASPIRE Guidance.....22
- Appendix D: Sample Theater or Sports Event Announcements.....23
- Appendix E: Sample Letter to Parents.....24
- Appendix F: Definitions.....25
- Appendix G: Model Tobacco-Free Policy.....26
- Appendix H: Annual Policy Evaluation.....28
- Appendix I: Staff Training.....30
- Appendix J: Local Health Department Contact Information.....31
- Appendix K: Guide References.....32

## Utah Tobacco-Free Campus Policy Toolkit

Most Utah schools have policies that comply with the Utah Indoor Clean Air Act (UICAA) by prohibiting tobacco use anywhere on campus.

However, a comprehensive policy goes beyond simple compliance by supporting safe schools, promoting clean air, and creating an environment where students are encouraged to make healthy choices.

This guide provides an opportunity to assess the current state of your school/district policy. Suggestions are provided to help you communicate, enforce, and support a comprehensive tobacco-free policy.

The **Utah Indoor Clean Air Act (UICAA)** prohibits smoking and vaping at ALL elementary and secondary schools, both public and private; this includes the premises on which those facilities are located (Utah Code 26-38-2). For more information about UICAA, visit [utahtobaccolaws.org/tobacco-sales](http://utahtobaccolaws.org/tobacco-sales).

The **Federal Pro Children Act of 1994** states: “No person shall permit smoking within any indoor facility utilized for services for kindergarten, elementary or secondary education or library services to children.” This applies to all schools and programs that are funded by the federal government or through state and local governments.

## Comprehensive Tobacco-Free School Policies are Essential

Schools are in a powerful position of influence over the students they serve and can play a major role in reducing the rate of tobacco use among youth. Research suggests that when consistently enforced, tobacco-free school policies are an essential part of lowering teen smoking rates. Children spend almost a third of their waking time in school, about 135 hours per month! Much of the peer pressure youth feel regarding tobacco use occurs in school.

Nationally, 90% of adult smokers began smoking before the age of 19. In 2017, nearly 7% of Utah's youth reported having tried their first cigarette by the eighth grade.

### Youth Tobacco Use

- Tobacco use is the leading preventable cause of death in the United States.
- If smoking is prevented during childhood and adolescence, it is unlikely it will be initiated in adulthood.

### Nicotine is a Highly Addictive Drug

- Adolescence is a time of rapid brain development and teens are especially vulnerable to the damaging effects of nicotine.
- Studies have shown that nicotine addiction often leads to other drugs and alcohol use.
- Addiction to nicotine can lead to years of tobacco use and dependence.
- Tobacco use causes immediate, sometimes irreversible, health effects in youth before they even graduate high school.

### Provides a Healthy and Safe Learning Environment

- Tobacco use at school distracts from learning. Youth tobacco use is linked to low academic performance and truancy. A tobacco-free school demonstrates to staff, students, and the community a firm commitment to health and well-being.

### Eliminates Students' Exposure to Secondhand Smoke

- Secondhand smoke (SHS) is a serious health hazard. There is no safe level of exposure.
- Whether indoors or outdoors, even brief exposure to SHS can be dangerous. This is especially true for students with asthma or other breathing problems.



## Written Policy Content

### Developing Comprehensive Policy

These questions will assess whether the written policies are consistent with the CDC’s Guidelines for School Health Programs to Prevent Tobacco Use and Addiction. **Policy Implementation Resources are provided following the Policy Review.** [See Appendix G](#) for an example of a model policy.

Make clear that tobacco use on school grounds or at school functions sends the wrong message to students and is prohibited at all times. A tobacco-free school policy is not meant to target adult tobacco users outside the school setting or to question the legality of adult tobacco use.

Answer the following questions to review current policy and discover areas that may need to be strengthened.

| THE WRITTEN POLICY: |  | YES | NO | NOTES |
|---------------------|--|-----|----|-------|
| REQUIRED            | Clearly defines tobacco to mean all forms of tobacco and tobacco use (Including vape products). <a href="#">see appendix F</a>   |     |    |       |
|                     | Prohibits use of all tobacco products on all school property by anyone at any time (including grounds, buildings, parking areas and school vehicles, and at any school-sponsored event). |     |    |       |
|                     | States that tobacco possession by students or persons under age 19 is against the law.   |     |    |       |
|                     | Applies to all students, staff, and visitors.  |     |    |       |
|                     | Requires the posting of signs informing students, staff, and visitors of the law and/or policy.  |     |    |       |
|                     | Identifies specific enforcement procedures and consequences for violating school policies.   |     |    |       |

### TIPS FOR COMPLETING SECTION 1

- Obtain all tobacco-related written policies and procedures from the district and the school (board policies, district and building-level policies, student/parent and staff handbooks, athletic contracts, and others, if applicable).

## TIPS FOR COMPLETING SECTION 1

- Get input from a diverse group of partners including the school, district and community regarding these questions.
- Utilize the “Notes” section to document any discussion that arises.
- Read the questions regarding policy content and mark the proper box based on the written policies and procedures.

| THE WRITTEN POLICY: |   | YES | NO | NOTES |
|---------------------|---|-----|----|-------|
| RECOMMENDED         | Includes a rationale for being tobacco-free.  |     |    |       |
|                     | Establishes a protocol for communicating both the policy and rationale to all students, staff, and visitors.  |     |    |       |
|                     | Restricts items from school property that may contribute to tobacco use and acceptability (lighters, clothing with logos, etc).   |     |    |       |
|                     | Includes a requirement for tobacco prevention education for all students.   |     |    |       |
|                     | Prohibits accepting tobacco industry funds (sponsorships, etc.).  |     |    |       |
|                     | Prohibits tobacco advertising in school buildings, publications, and functions.   |     |    |       |
|                     | Provides consequences for violation of the policy that are non-punitive as well as progressive discipline (options may include education versus suspensions). <a href="#">see Policy Violation Guidance</a> |     |    |       |
|                     | Connects students and staff to cessation resources. <a href="#">see Cessation Resources</a>   |     |    |       |
|                     | Prohibits distribution of tobacco products.   |     |    |       |

# POLICY REVIEW

## Communication and Resources

### Communicating Tobacco Policies and Procedures

Development of a written policy is an important first step; the key to successful implementation is communication and enforcement of the policy. Students, staff, and visitors need to know the provisions of the policy, why the policy is important, and why it is important for the school to be tobacco-free.

Answer the following questions to review suggested policy communication and connection to resources.

| THE DISTRICT/SCHOOL: |   | YES | NO | NOTES |
|----------------------|---|-----|----|-------|
| COMMUNICATION        | Posts tobacco-free signage at all main entrances of the building, event locations (sports fields, auditoriums etc.), and on district buses/vehicles. <a href="#">see Signage Review</a>   |     |    |       |
|                      | Uses a procedure for communicating school tobacco violations with parents or guardians.   |     |    |       |
|                      | Includes statements in the student/parent handbook regarding no-tobacco use, and requires parent/guardian signature.  |     |    |       |
|                      | Includes no-tobacco use requirements in athletic contracts and requires parent/guardian signature.  |     |    |       |
|                      | Makes announcements at school events (sporting events, school plays, talent shows etc.) to remind students, staff, and visitors of the policy.  |     |    |       |
|                      | If applicable, includes no-tobacco use agreements in contracts with outside vendors or groups using school facilities (landscaping companies, construction companies, youth groups, recreation departments, and others).  |     |    |       |
|                      | Provides tobacco instruction to students in every grade with special emphasis in grades 4-8. <a href="#">see Instruction and Curriculum</a>   |     |    |       |
|                      | The tobacco instruction addresses multiple psychosocial factors such as: <ul style="list-style-type: none"> <li>•Short-and long-term consequences</li> <li>•Social norms and influences</li> <li>•Reasons students say they use tobacco</li> <li>•Behavioral skills for resisting social influences</li> <li>•General personal and social skills<br/>e.g. goal setting, communication, problem solving</li> </ul> |     |    |       |
|                      | Explains laws and policy, rationale for being tobacco-free, consequences for violations, and available resources in newsletter articles or other communications to parents/guardians.   |     |    |       |



*A teacher or coach who uses tobacco may still be a great role model for youth but their tobacco use promotes an unhealthy behavior. Make sure adults are not alienated because of their tobacco use but that they know their behavior is sending the wrong message to students. Support them if they have a desire to quit.*

*~North Dakota Tobacco-free Schools Guide*

| THE DISTRICT/SCHOOL: |  | YES | NO | NOTES |
|----------------------|--|-----|----|-------|
| RESOURCES            | Has resources visibly available to encourage tobacco cessation for students, staff, and visitors (e.g., posters, tip cards, local resources, or state resources).  |     |    |       |
|                      | Connects students who want to quit using tobacco products to quit services (e.g. UT Quit Line, or other local resources). If yes, in the "Notes" indicate what cessation assistance is offered.                                |     |    |       |
|                      | Links with available community-based tobacco prevention and policy activities (e.g., works with the local health agency on community policies or programs, joins community coalitions, or works with student advocacy groups). |     |    |       |
|                      | Provides information to students, staff, and visitors regarding tobacco prevention efforts, the health risks of tobacco use, policies, and resources for cessation.  |     |    |       |
|                      | Provides information to students, staff, and visitors regarding the dangers of secondhand smoke.   |     |    |       |

## TIPS FOR COMPLETING SECTION 2

- Get input from a diverse group of partners from the school, district, and community regarding these questions.
- Utilize the "Notes" section to document any discussion that arises.
- Plan to conduct annual or bi-annual review to evaluate implementation of written policies. [see Appendix H](#)
- For more ideas on signage, complete the [Signage Review](#).

## Behavior and Enforcement

### Translating Policy into Practice

In order for a policy to be effective, an enforcement plan should be clearly defined and consistently implemented. School or District administrators will determine its specific discipline procedures. It is important to address all potential violators: students, staff, and visitors.

Answer the following questions about behavior and enforcement.  
Behavior observations may help determine trouble areas or 'hot spots' to address.

| SCHOOL PROPERTY: |  | YES | NO | WHERE/WHEN |
|------------------|--|-----|----|------------|
| BEHAVIORS        | Students are seen using tobacco on school property. This includes cigarettes, e-cigarettes, chew, or other forms of tobacco.   |     |    |            |
|                  | Staff are seen using tobacco on school property or in school vehicles.   |     |    |            |
|                  | Visitors are seen using tobacco on school property.  |     |    |            |
|                  | Students are seen during school hours near school property using tobacco.  |     |    |            |
|                  | Is there evidence of tobacco use on school property (cigarette butts, cigarette packaging, chew tobacco tins, vape mods, etc). |     |    |            |

| SCHOOL PROPERTY: |   | NEVER | AT TIMES | ALWAYS | NOTES |
|------------------|---|-------|----------|--------|-------|
| ENFORCEMENT      | The district provides direction on how to enforce the policy at a school level.   |       |          |        |       |
|                  | The school utilizes a progressive discipline plan to enforce tobacco policy with students (less punitive consequences for first offenses option may include tobacco education versus suspension). State the discipline plan in the notes. <a href="#">see Policy Violation Guidance</a> |       |          |        |       |
|                  | The school enforces the tobacco policy with staff and utilizes clear and consistent procedures for handling violations.   |       |          |        |       |
|                  | The school enforces the tobacco policy with visitors and utilizes clear procedures for handling violations.   |       |          |        |       |
|                  | Staff are identified to monitor, evaluate, and enforce the policy, including an annual review. <a href="#">see Appendix H</a>   |       |          |        |       |
|                  | The school uses a protocol for training staff regarding tobacco policy and enforcement strategies.  |       |          |        |       |

## Signage Review

This tool can help determine where signage is currently located and where it may be considered. It is not meant to imply that signs need to be in all of these locations. Complete this section with a student group or other interested parties in order to determine current signage location and any gaps.

| SIGNAGE IS CLEARLY POSTED:                                | YES | NO | NOTES |
|---|-----|----|-------|
| At main entrances to the building                         |     |    |       |
| At perimeters of the school/district property             |     |    |       |
| In parking lots   |     |    |       |
| At major walkways   |     |    |       |
| Near the main office                                      |     |    |       |
| In all auditoriums  |     |    |       |
| In all gymnasiums   |     |    |       |
| At all athletic fields, especially in the spectator area  |     |    |       |
| At major student gathering places                         |     |    |       |
| In all restrooms  |     |    |       |
| In loading areas  |     |    |       |
| In major stairwells                                       |     |    |       |
| In school or district vehicles/buses                      |     |    |       |
| Signs are posted in Spanish or other identified languages |     |    |       |
| Other:  |     |    |       |

Contact your local health department partner for help with signage

(Sample signage)



### TIPS FOR "HOT SPOTS"

SafeUT is a Crisis Chat Line and a School Safety Tip Line developed for all students in Utah. However, SafeUT can also be used by students to report tobacco violations. Over 200 tips were reported between 2017-2019. For more information visit [healthcare.utah.edu/uni/safe-ut/](http://healthcare.utah.edu/uni/safe-ut/)

## General Tips

### Cultural Considerations

Tobacco is part of sacred rituals conducted by Tribal elders in some Native American tribes. Every effort should be made to respect tobacco use in its sacred context.

A school can enforce a tobacco-free schools policy without being in conflict with a tribe's beliefs and practices surrounding tobacco. Commercial tobacco products (cigarettes, chew, snuff) are not part of sacred rituals. Similarly, commercial tobacco use on school property is not part of sacred use. Within the school environment all people must refrain from tobacco use.

### Athletics

Tobacco use by athletes, often in the form of chewing tobacco, is an issue in some schools. Tobacco-free policies should be adopted and communicated to students and coaches participating in school athletics.

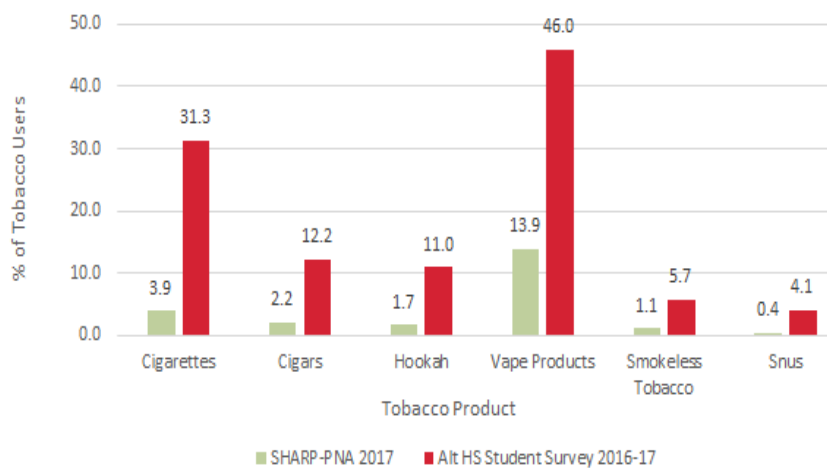
### Alternative Schools

Tobacco use rates among youth at alternative schools is much higher than their peers at traditional school settings. As shown in the graph, the use rate for cigarettes in 2017 for students was just under 4% compared to more than 30% for alternative school students. This may be in large part influenced by high risk factors many students in alternative schools are experiencing. Alternative schools should be no different than other public schools in their need to be tobacco-free.

The following are suggestions to help design a tobacco policy that will work in a non-traditional school setting:

- Incorporate tobacco prevention concepts (e.g. health consequences, refusal skills, social skills, goal setting) into an existing class, such as a life skills course, and make it available to all students.
- Involve students in the development and enforcement of the policy (e.g., some schools already have student-run courts in place and tobacco violations can be a case to put before the court, implement student-generated restorative justice practices).
- Provide a break area that is an inviting place to be with non-tobacco related alternatives (e.g. games, music, computers, mints).
- Integrate tobacco issues into an already existing group or club. This would be a way for the students to address their tobacco use, and also become familiar with and involved in other issues important to youth.

Percent of Students Who Used Tobacco Products in the Past 30 Days by Type of Product, Utah 2016-17



SHARP-PNA data includes students in grades 10 and 12 and that the Alt HS survey data includes students in grades 9-12 in select Utah alternative schools

## Instruction and Curriculum

A tobacco-free environment alone will not reduce youth initiation. Tobacco prevention education should be provided in all grades. Grades 4-8 should see an increase in education, while high school should focus on reinforcing the skills learned in earlier grades. School-based tobacco prevention education programs are proven to reduce the onset of tobacco use. Programs should focus on skills training and not rely on traditional scare tactics with the “harmful” message.

The following curriculum programs can be used within the same school year. However, to maintain fidelity, lesson plans from the separate curricula should not be used to create hybrid lessons.

### Botvin LifeSkills® Training

Botvin Life kills Training (LST) was approved to meet the requirement of the 2018 Utah House Bill 456 which requires an alcohol prevention program to each 7th or 8th AND each 9th or 10th grade student. LST is a research-validated prevention program proven to reduce the risks by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. The program promotes healthy activities designed to:

- enable students to effectively cope with anxiety;
- teach students the necessary skills to resist social pressures to smoke, drink, and use drugs; and
- enhance cognitive/behavioral competency to reduce/prevent a variety of health risk behaviors.

### CATCH My Breath

The goal of CATCH My Breath Youth E-cigarette Prevention Program is to increase students’ knowledge of e-cigarettes, nicotine, and addiction dangers while cutting their intended use of the product in the future. This free program offers in-class activities, teacher

education, online resources, and take-home materials for parents. For more information visit [catchinfo.org/modules/e-cigarettes](http://catchinfo.org/modules/e-cigarettes).

### Stanford Tobacco Prevention Toolkit

The Tobacco Prevention Toolkit is a theory-based and evidence-informed educational resource that can be adapted to fit the individual needs of educators and students in all types of settings, including elementary, middle and high schools; community-based organizations; and health-related agencies.

This Toolkit contains a set of modules focused on e-cigarettes and vapes, and messages on nicotine addiction. For more information visit [med.stanford.edu/tobaccopreventiontoolkit.html](http://med.stanford.edu/tobaccopreventiontoolkit.html).

### smokeSCREEN

SmokeSCREEN is a tobacco use prevention videogame that has a dedicated focus on decision-making about tobacco. This game was developed for adolescents ages 11 to 14 years old and provides up to 3 hours of gameplay. The game is designed to be an effective, theory-informed educational tool to facilitate students’ learning. For more information visit [smokescreengame.org](http://smokescreengame.org).

### Scholastic and FDA

FDA and Scholastic collaborated on a lesson. Use this lesson and research activity to educate students on the health risks of vaping. For more information visit [scholastic.com/youthvapingrisks](http://scholastic.com/youthvapingrisks).

### ASPIRE

ASPIRE is a free program that can be used for prevention in the classroom or as a stand alone resource for policy violations. [see Policy Violation Guidance](#)

## Communication Tips

### General Strategies for Reaching Students, Staff, and Visitors

There are basic communication strategies that can be used in many different settings. We encourage you to use these tips as starting points and come up with new ideas or find ways to personalize these approaches for your district or school.

- Post prominently placed tobacco-free school signs on school grounds. [see Signage Review](#)
- Post an announcement about the policy on district and school web pages, including the athletic schedule page.
- Include a statement that the school district is tobacco-free in contracts with vendors who will work on school or district grounds and groups that are using school facilities.
- Announce the policy at all athletic events, meetings, concerts, and plays.
- Print reminders about no tobacco use in event bulletins.
- Remove all ashtrays on and around school property, especially those outside the entrances to school buildings.
- Ask students, staff, and community volunteers to assist in distributing informational fliers regarding the policy at school events, particularly at off-site sporting events or other events when tobacco use may be an issue.
- Make sure messages are tobacco-free vs. smoke-free to include chew tobacco, vape, and other tobacco-derived products.
- Provide accessible information about the Utah Quit Line (1-800-QUIT-NOW) and [waytoquit.org](http://waytoquit.org) to help those who feel ready to quit.

**Communicating policy effectively to students, parents, staff, and visitors will make enforcement easier. It can help prevent negative confrontations with parents, workers, and visitors. Positive and consistent messaging should be shared on a continual basis.**

## Communicating to Parents/Guardians

- Send a letter to each parent/guardian that:
  - explains the policy;
  - provides a policy rationale;
  - outlines the consequences for violators; and
  - asks for support in enforcement. [see Appendix E](#)
- Ask parents to sign student-school contracts that address the tobacco policy for participation in sports, extra, and co-curricular activities.
- Discuss the policy at PTA/PTO or similar meetings and include an article outlining the policy and implications of the policy in PTO/PTA newsletters.
- Send a letter home or contact parents if a student violates the policy. [see Policy Violation Guidance](#)

## Communicating to Students

- Put the policy in student handbooks and orientation materials.
- Verbally review the policy at orientation meetings, especially with new or transfer students.
- Involve or create student groups to advocate for a tobacco-free environment.
- Have students design posters, banners, and signs to communicate the policy and promote a tobacco-free environment.

## Communicating to Staff

- Include a statement that the school district is tobacco-free on all job applications and inform potential employees of the district's policy at all job interviews.
- Provide every school district employee a copy of the policy and a letter of explanation from the school board.
- Hold in-service training on tobacco-related and other school health policies for all staff including teaching staff, bus drivers, aides, food service workers, and maintenance staff. *Make sure coaches or others that may work with the school on a limited basis also get the information.*
- Discuss tobacco and health policies at staff meetings and new staff orientation.
- Provide information on how staff can access cessation resources.
- Involve respected and well-liked school personnel in sharing messages with staff groups.
- Use the internal staff website, worksite wellness committee meetings, and insurance benefit meetings to communicate the tobacco-free schools policy.

## Enforcement Tips

### General Strategies for Reaching Students, Staff, Parents and Visitors

#### Set Positive Expectations

The tobacco-free school policy is intended to create a safe environment for the well-being of students, staff, and visitors. Enforcement of the policy is meant to support good health rather than punishment.

- Consistency sends a clear message that a tobacco-free school is important. Make sure students and staff understand the enforcement procedures and encourage them to help educate visitors to school property.
- In addition to prominent signage, consider other ways to communicate policy. [see Communication Tips](#)

#### Ensure Everyone Enforces the Rules

All school personnel are encouraged to support the tobacco-free school policy for the health and safety of the entire school. Students can be enlisted for help as well by being encouraged to remind their peers and visitors of the policy. The actual carrying out of the policy and procedures can be designated to one person, typically an administrator for students and human resources for staff.

- Designated personnel should assign and track the consequences of policy violations.

#### Enforcement Procedures

- Key considerations regarding consequences:
  - every violation must be taken seriously;
  - consequences must be implemented immediately;
  - consequences must be fair and concise;
  - consequences must be in accordance with relevant codes of conduct and school policy;
  - sufficient resources must be available to implement chosen consequences; and
  - ensure that students and staff are connected to cessation resources when appropriate.

#### Enforcement with Visitors

Enforcement with visitors can be intimidating because it requires approaching someone outside the school system and requesting them to follow a school policy. This task gets easier as norms around tobacco use change in the community.

- Place prominent signage publicizing the tobacco-free schools policy particularly in areas where visitor use occurs.
- Politely remind the visitor of the policy and request they stop using tobacco. A verbal request by an administrator, parent, staff, or community member is usually sufficient. If the visitor will not comply, ask them to leave the premises. If the visitor will not leave, contact law enforcement, the school security resource officer or other security.



## Enforcement with Students

Progressive discipline is the key recommendation when it comes to enforcement of tobacco use violations.

- Progressive discipline means that disciplinary procedures start with less punitive consequences and become more punitive with each violation.
- Ideally, tobacco prevention education and cessation opportunities are part of the discipline plan especially for first violations. Studies indicate that policies that prohibit tobacco use and assist smokers in overcoming addiction are associated with lower smoking rates.
- There are many discipline strategies that can be utilized in a progressive discipline policy. The right combination should be decided upon at the school or district level to match the schools' philosophy, climate, and unique needs. [see Policy Violation Guidance](#)

## Enforcement with Staff

- Staff contracts often contain provisions that prohibit them from using tobacco on school property or at school sponsored events. Staff should be informed of the policy and the specific provisions that apply to them.
- The following elements can be combined to create a progressive discipline policy for staff:
  - verbal warning;
  - education/support;
  - enrollment in a tobacco education program; [see Cessation Resources](#)
  - disciplinary action (e.g., written warning, formal reprimand or letter in staff file); and
  - consequences of violating the policy should be written in the staff handbook.
- If the school or district has a worksite wellness program, tobacco education and cessation would be a helpful component to include.

**Progressive discipline is important because tobacco use is more than a discipline issue; it is an addiction issue. Youth can quickly become dependent on nicotine. CDC best practice guidelines suggest that whatever the disciplinary actions, the student be offered cessation resources if they desire. [see Policy Violation Guidance](#)**

## Policy Violation Guidance

In 2017, the Utah State Legislature passed House Bill 239 which made changes to the way juvenile justice is handled in Utah. The bill is an effort to promote public safety, hold youth offenders accountable, control costs, and improve recidivism and other outcomes for youth. In 2018, House Bill 132 modified some of the tobacco offense options.

**House Bill 239 Section: 76-10-105. Buying or possessing a cigar, cigarette, electronic cigarette, or tobacco by a minor**

Any person under the age of 18 who buys or attempts to buy, accepts, or has in the person’s possession any cigar, cigarette, electronic cigarette, or tobacco in any form is subject to the jurisdiction of the juvenile court, unless the violation is committed on school property.

If a violation is adjudicated, the minor may be subject to:

- a fine or penalty; or
- participation in a court-approved tobacco education program, which may include a participation fee

**Options for misdemeanor C**

If the alleged offense is a class C misdemeanor, an infraction, a status offense on school property, or truancy, the minor may not be referred to law enforcement or court.

However, they **may be** referred to evidence-based alternative interventions, including:

- a mobile crisis outreach team, as defined in Section 78A-6-105;
- a receiving center operated by the Division of Juvenile Justice Services in accordance with Section 62A-7-104;
- a youth court or comparable restorative justice program;
- an evidence-based intervention created and developed by the school or school district; or
- other evidence-based interventions that may be jointly created and developed by a local education agency, the State Board of Education, the juvenile court, local counties and municipalities, the Department of Health, or the Department of Human Services.

| CHARGEABLE OFFENSE OR REFERABLE TO JUVENILE COURT   | NOT A CHARGEABLE OFFENSE NOR REFERABLE TO JUVENILE COURT  |
|---|---|
| <ul style="list-style-type: none"> <li>• Minor purchases or attempts to purchase any tobacco product (including electronic cigarette) using false identification (misdemeanor A).</li> <li>• Distribution of tobacco products to others, second or subsequent offense (misdemeanor B).</li> </ul> | <ul style="list-style-type: none"> <li>• Minor purchases, attempts to purchase, or possesses any tobacco product (including electronic cigarette) without using false identification (misdemeanor C).</li> <li>• Distribution of tobacco products to others, first time offense (misdemeanor C).</li> </ul> |

## Progressive discipline

Progressive discipline means that disciplinary procedures start with less punitive consequences and increase with each violation during a school year. Talk with administrators, staff, students, and parents to identify the best strategies to address policy violations. It is recommended that education and referral to cessation be included in disciplinary consequences. Tobacco use is often more than a disciplinary issue; in many cases, it is also an addiction issue. [see Cessation Resources](#)

Note that a verbal warning is not listed for students because every student violation of the tobacco-free policy should be referred for disciplinary action. Students should be disciplined according to district policy.

## Progressive discipline may include:

- evidence-based prevention education;
- referral to cessation services;
- revocation of privileges;
- exclusion from extracurricular activities;
- notification of parent/guardian by telephone or written communication;
- conference with student;
- immediate removal for remainder of school day;
- conference with student and parent/guardian; or
- required school or community service.

Suspension rarely helps students with a tobacco addiction. Ideally, suspension would only be used after a student has had several prior violations or refused to participate in other outlined measures.

ASPIRE is one option for evidence-based prevention education programs. Some local health departments may have additional programs.

## ASPIRE

ASPIRE is a free, bilingual, online tobacco prevention and cessation curriculum for teens. It was developed by the University of Texas MD Anderson Cancer Center.

The interactive tool explains the dangers of tobacco and nicotine use, so teens never use tobacco products. Or, if they already do, ASPIRE provides information and ways to quit.

All Utah schools and peer courts can access ASPIRE under a memorandum of understanding with MD Anderson Cancer Center and the Utah Department of Health Tobacco Prevention and Control Program.

Contact your local health department for more information or to enroll your school. [See Appendix C](#) for ASPIRE student login instructions. Students can earn a certificate of completion upon finishing the program.

Learn more at [mdanderson.org/aspire](http://mdanderson.org/aspire).

## Cessation Resources

While quitting can be hard, there are many resources for those who are ready. Different quit methods work for different people, and no two paths to quitting are the same. Often, several attempts are needed before the right method is found.

### Resources for Students

#### SMOKEFREE TEEN

Smokefree Teen helps youth stop using tobacco by providing information grounded in scientific evidence and offering free tools on their mobile phones.

The text messaging program can help youth quit smoking, and the quitSTART app helps them become smokefree by providing helpful strategies for tackling cravings, bad moods, and other situations.

[teen.smokefree.gov](http://teen.smokefree.gov)

#### TRUTH INITIATIVE®

Truth Initiative® has a first-of-its kind e-cigarette quit program. The program is tailored by age group to give teens appropriate recommendations about quitting. The program will also serve as a resource for parents looking to help their children who now vape. To access the new e-cigarette quit program, users can text "QUIT" to (202) 804-9884.

#### UTAH TOBACCO QUIT LINE

The Utah Tobacco Quit Line (1-800-QUIT-NOW) is a telephone coaching service available to youth aged 13-18. Students may complete one call each week. Youth are assigned the same quit coach during the youth support program. A certificate of completion can be provided if a youth finishes five calls with a coach. Nicotine replacement therapy (NRT) is not provided to youth.

## Referring Youth to the Quit Line

1. Ask the parent to fill out Quit Line Waiver form. [see Appendix B](#)
2. Keep the Quit Line Waiver form on file at the school.
3. Provide the student and their parent Quit Line information and instruct the student to call the Utah Tobacco Quit Line. [see Appendix A](#)
4. When the student has completed all five calls, the Quit Line will issue the student a certificate of completion.
5. The student's certificate of completion and the Quit Line Waiver form should be kept on file at the school for five years.

## Resources for Staff

- EMPLOYEE HEALTH PLAN**

Employee health plans may cover cessation benefits, including medications and counseling. Administration can contact their health plan to determine what benefits are offered to their employees. Many health plans may have materials available that can help promote these benefits to employees. District administration should look into adding cessation benefits if they are not already provided. If employees have other insurance (through a spouse, etc.), they can contact that health plan to determine what cessation benefits may be available.
- UTAH TOBACCO QUIT LINE**

The Utah Tobacco Quit Line (1-800-QUIT-NOW) is a free statewide telephone coaching service available to all Utah residents. Each caller's program is customized to meet the caller's readiness to quit. Quit Line services are available 24 hours per day, seven days per week except on major holidays.
- QUITTING ONLINE**

A free online tobacco cessation program can be accessed at [waytoquit.org](http://waytoquit.org). Online coaching is available 24/7. It offers an individualized quit plan, progress trackers, interactive exercises, and other services to help tobacco users quit.
- INDIVIDUAL SERVICES**

Call 1-800-QUIT-NOW or go to [waytoquit.org](http://waytoquit.org) where Utah adult residents can choose from any or all of the following free services:

  - text messaging;
  - e-mails;
  - written materials; and
  - nicotine replacement therapy (NRT).
- PROMOTIONAL MATERIALS**

Free promotional materials for cessation resources are available at your local health department or can be requested by e-mailing [waytoquit@utah.gov](mailto:waytoquit@utah.gov).
- ADDITIONAL CESSATION RESOURCES**
  - [becomeanex.org](http://becomeanex.org)
  - [smokefree.gov](http://smokefree.gov)

**way to quit**  **.org**

**1.800.QUIT.NOW**

# Referring Youth to the Quit Line

## Referring Youth to the Quit Line

1. Ask the parent to fill out Quit Line Waiver form. [see Appendix B](#)
2. Keep the Quit Line Waiver form on file at the school.
3. Provide the student and their parent Quit Line information and instruct the student to call the Utah Tobacco Quit Line.
4. When the student has completed all five calls, the Quit Line will issue the student a certificate of completion.
5. The student's certificate of completion and the Quit Line Waiver form should be kept on file at the school for five years.

A school cannot give information to the student or parent on how to contact the Quit Line until the Quit Line Waiver form is on file. This can be done electronically or with a paper copy, whichever works best for the school. Below is a possible communication to the parent.

### Sample parent notification

[student] has received a tobacco policy violation on [date] , and has been asked to call the Utah Tobacco Quit Line as an intervention. In order for your child to utilize this resource, parental consent must be on file. Once the attached form is filled out and returned, next steps about the Quit Line will be sent out.

### Information to share after waiver is recieved

The school has a Quit Line Waiver form on file and [student] may now call the Utah Tobacco Quit Line at 1-800-QUIT-NOW (1-800-784-8669).

Please be aware of the following:

- your child must tell the Quit Line staff that a Quit Line Waiver form is on file at the school;
- there will be five calls with a quit coach;
- each call will last about 15 minutes;
- your child may make one call a week;
- after the five calls have been completed, the Quit Line will provide your child with a certificate of completion; and
- your child needs to bring the certificate of completion to the school to be kept on file.

# Waiver for Quit Line

## Waiver for Utah Family Educational Rights and Privacy Act

### PARENTAL INFORMED CONSENT FOR COUNSELING IN TOBACCO CESSATION PROGRAM: *Utah Tobacco Quit Line: Youth Support Program*

PARTICIPANT NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_  
(Please Print)

PARENT/GUARDIAN \_\_\_\_\_ DATE: \_\_\_\_\_  
(Please Print)

Carefully read each section below. Your signature at the end of this document signifies your willingness to abide by all of the terms of the agreement:

Your signature is evidence of consent for a tobacco cessation coach contracted by the Utah Department of Health to instruct your child in a tobacco and nicotine cessation telephone counseling program. The program consists of five calls with a coach over the course of at least five weeks.

I understand that as part of the program, my child may be discussing topics relating to cessation including: benefits of quitting, cessation methods, stress management, communication, refusal skills, decision making, and tips to stay tobacco and nicotine free. Throughout the program, participants will share their current tobacco and nicotine usage and will be required to talk with a coach. If during the course, information is shared that is suggestive of physical or sexual abuse, or if a minor threatens to harm themselves or someone else, state law requires that this be reported to the appropriate government agency.

I understand that my child will be expected to be courteous and respectful to telephone coaches. If the participant is not courteous and respectful, they may be discharged from the program. If they are successful in completing the program, they will be sent a certificate of completion in the mail and it will be their responsibility to get this paperwork to the necessary court, probation officer, or other necessary agencies.

I understand the program will be conducted over the telephone and it is my responsibility to provide telephone access with a quiet atmosphere to complete the calls.

I understand that in addition to the regulation set by the Health Insurance Portability and Accountability Act (HIPAA), for the above named participant, he/she is also protected by Federal Substance Abuse Confidentiality Regulations (42 CFR, Part 2). Information gathered from a participant in the phone counseling program may be shared only with the administrator or other health department personnel on a need-to-know basis. Information regarding a participant's drug or alcohol use may be released to appropriate juvenile court personnel.

A parent/guardian who would like additional information may contact the Quit Line at 1-800-Quit-Now.

By signing this form, I fully acknowledge that I have read and understand the requirements and expectations of the Quit Line Youth Support Program and give consent for my child to participate in it.

Signature of parent/guardian \_\_\_\_\_ Date \_\_\_\_\_

Witness \_\_\_\_\_

**THIS FORM MUST BE SIGNED AND KEPT ON FILE PRIOR TO THE FIRST TELEPHONE COUNSELING SESSION**

## ASPIRE Student Login Instructions

### How to Create an Account

1. Go to the link [aspire2.mdanderson.org](https://aspire2.mdanderson.org)
2. Click: Start New Game
3. Create an account: enter in a username, school email, and password
4. Select gender, age, grade, and avatar

**ASPIRE**

CREATE ACCOUNT

USERNAME

EMAIL

CONFIRM EMAIL

PASSWORD (7 CHARACTERS OR MORE)

CONFIRM PASSWORD

STATE  
Utah

CITY  
Salt Lake City

PROGRAM  
UT-Utah Department of Health

LOCATION

CREATE ACCOUNT

5. State: Utah
6. City: City Name
7. Program: Utah Department of Health
8. Location: Select School or Peer Court
9. Click: Create an Account

### Helpful Hints

- The program can be completed in one sitting over 3-4 hours or over several sessions.
- A student will be able to print off a certificate once the program is complete.

The ASPIRE Program was developed by, and is used and made available with the permission of, The University of Texas M. D. Anderson Cancer Center.

THE UNIVERSITY OF TEXAS  
**MD Anderson**  
**Cancer Center**<sup>®</sup>



## Sample Theater or Sports Event Announcements

For the health and safety of our students, \_\_\_\_\_ (name of school district), is proud to be tobacco-free. At this time we would like to remind our home fans and visitors that the use of any tobacco products by students or adults during tonight's game is strictly prohibited. We appreciate your support and would like to thank you for keeping our school and stadium tobacco-free. Enjoy the game!

We would like to remind our visitors and fans that smoking or chewing tobacco is prohibited on school grounds—including in and around the stadium. Thank you for your support and enjoy the game!

Thank you for attending tonight's performance. We would like to remind our audience that (name of school/district) \_\_\_\_\_ is tobacco-free. Tobacco use of any kind - including e-cigarettes - is prohibited in and around the theater. Thank you for your cooperation.

Thank you for keeping our school tobacco-free. We would like to remind everyone that tobacco use of any kind is not permitted on school grounds.

To promote the health and safety of our students and community, we ask that you please not use tobacco of any kind - including e-cigarettes - while on school grounds. Thank you for your cooperation.

Did you know that the nicotine found in tobacco products is highly addictive and that most smokers would like to quit? For more information on how to quit tobacco contact the Utah QuitLine at 1-800-QUIT-NOW.

**These are just a few sample announcements that can be printed in programs or said over the loudspeaker. Use these samples as starting points and change them to make them fit for your school or community!**

# Sample Letter to Parents/Guardians

Dear Parents,

Since [ date ], the [ district name ] School Board has had a tobacco-free school policy in place. This policy prohibits all tobacco and e-cigarette/vape use by everyone, everywhere on campus, at all times, including school events after regular school hours. This policy also prohibits students from bringing tobacco products and e-cigarettes on campus. **[Note: Tailor this sentence to your district's policy.]**

A copy of the policy is attached. The School Board put this policy in place for three reasons:

- **Help Students Be Tobacco-Free:** Youth spend a great deal of their time at school and school events. Allowing the use of tobacco products on campus implies school approval of such use. Keeping tobacco off campus means students do not see their friends and teachers using tobacco, which helps make tobacco use seem less socially acceptable. They also have less access to tobacco products. This means they will be less likely to try and then become addicted to nicotine.
- **Provide A Safe Environment For Students and Staff:** Breathing secondhand smoke can make others sick. It can trigger an asthma attack or worsen breathing problems. Staff and visitors smoking on campus or at school events place others at risk. We want to keep our schools healthy for everyone.
- **Comply with Federal and State Legislation and Regulations:** Federal and state law prohibit smoking in elementary, intermediate, and secondary schools. Additionally, state law directs school boards to develop policies prohibiting the use of electronic cigarettes on a school bus, on school property, or at a school-sponsored activity.

Tobacco-free schools provide positive role modeling for students. Schools are a place where children develop lifelong behaviors – and we are committed to ensuring smoking or chewing tobacco and/or using an e-cigarette is not one of these behaviors. We have placed signs about the policy on all school campuses. We will also make announcements at school events to remind people that tobacco and e-cigarette use is not allowed at these events or on school property. We appreciate your help in supporting this policy. If you have questions or comments about the policy, please call the principal at your child's school at [ insert school phone number ].

Sincerely

## Definitions

Language can be essential in encompassing many situations. Consider including the following definitions as part of the policy. Definitions are based on recommendations from Tobacco Control Legal Consortium and current Utah statute. Additional definitions or terms may be considered.

**UtahTobaccoLaws.org can provide current law definitions and act as a further resource**

- “Any time” means 24 hours a day, seven days a week.
- “Electronic Cigarette” means an electronic device used to deliver or capable of delivering vapor: composed of a heating element, battery, or electronic circuit; and marketed, manufactured, distributed, or sold as: an e-cigarette; e-cigar; e-pipe; or any other product name or descriptor.
- “Off-campus, school-sponsored event” means any event sponsored by a school or the school district that is not on school property, including but not limited to, sporting events, day camps, field trips, dances, or theatrical productions.
- “Parent/Guardian” means any person that has legal guardian status over a student.
- “School” means any nursery, day care center, child care facility, Head Start program, kindergarten, elementary or secondary school, alternative learning center, or adult education center operated under the control of [ district name ].
- “School property” means all facilities and property, including vehicles, whether owned, rented, leased, or otherwise controlled by [ district name ].
- “Smoking” means the possession of any lighted or heated tobacco product in any form; inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or hookah that contains: tobacco or any plant product intended for inhalation; shisha or non-tobacco shisha; nicotine; a natural or synthetic tobacco substitute; or a natural or synthetic flavored tobacco product; using an e-cigarette; or using an oral smoking device intended to circumvent the prohibition of smoking.
- “Staff” means any person employed by [ district name ] in a full or part-time capacity, any position contracted for by [ district name ], or anyone working on a volunteer basis. This term includes, but is not limited to faculty, service personnel, chaperons, and vendors.
- “Student” means any person enrolled in the [ district name ] educational system.
- “Tobacco product” means any cigar, cigarette, or electronic cigarette; chewing tobacco; or any substitute for a tobacco product, including flavoring or additives to tobacco; and tobacco paraphernalia.
- “Tobacco-related devices” means ashtrays, cigarette papers, pipes for smoking, or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of tobacco products.
- “Visitor” means any person subject to this policy that is not a student or staff.

## Model Tobacco-Free Policy

*This publication was prepared by the Tobacco Control Legal Consortium, a program of the Public Health Law Center at Mitchell Hamline School of Law, St. Paul, Minnesota, and was made possible with funding from the Kansas Department of Health and Environment. The Public Health Law Center provides information and legal technical assistance on issues related to public health. The Center does not provide legal representation or advice. This document should not be considered legal advice.*

### Rationale

Tobacco use is the single most preventable cause of death in the United States. The use of tobacco products by the nation's children is a pediatric disease of considerable proportions that results in new generations of tobacco dependent children and adults. Exposure to substantial and unavoidable tobacco advertising leads to favorable beliefs about tobacco use, plays a role in leading young people to overestimate the prevalence of tobacco use, and increases the number of young people who begin to use tobacco.

E-cigarette use among youth and young adults has become a public health concern. In 2014, current use of e-cigarettes by young adults 18–24 years of age surpassed that of adults 25 years of age and older. The use of products containing nicotine in any form among youth, including in e-cigarettes, is unsafe.

The [ district name ] Board of Education recognizes that the use of tobacco products is a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board believes that the use or promotion of tobacco products on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board acknowledges that adult staff and visitors serve as role models for students and embraces its obligation to provide learning and working environments that are safe, healthy, and free from unwanted smoke, vapor, and tobacco use.

### General Statement of Policy

No student shall smoke, possess, use, consume, display or sell any tobacco products, tobacco-related devices, or electronic cigarettes at any time on school property or at off-campus, school-sponsored events.

No staff, administrator, or visitor of [ district name ] shall smoke, use, consume, display or sell any tobacco products, tobacco-related devices, or electronic cigarettes at any time on school property. It shall be a violation of the policy for any staff, administrator, or visitor of [ district name ] to smoke or to use, consume, display, or sell any tobacco products, tobacco-related devices, or electronic cigarette at any off-campus, school-sponsored events.

The promotion of tobacco products, tobacco-related devices, or electronic cigarettes on school property or at off-campus, school-sponsored events is prohibited. "Promotion" includes, but is not limited to, product advertising via branded gear, bags, clothing, any personal articles, signs, structures, vehicles, fliers, or any other materials.

Tobacco use prevention will be incorporated into the student curriculum.

### Enforcement

The success of this policy will depend upon the consideration and cooperation of tobacco-users and non-users. Enforcement is a shared responsibility of all students, staff, and visitors.

### Students

- Students who violate the policy will be provided information on cessation.
- The tobacco products or other devices will be confiscated.
- Student violations may also result in: parent/guardian notification, substance abuse assessments, participation in tobacco education program, suspension or ineligibility to participate in extracurricular activities, and community service.

**Staff**

- Staff who violate this policy will be offered a referral to cessation services.
- (Multiple) Violations are grounds for disciplinary action.

**Visitors**

- Visitors who violate this policy will be asked to comply.
- Individuals who fail to comply upon request may be referred to the principal or other supervisory personnel and may be directed to leave school property and may forfeit any admission fee. Law enforcement may also be contacted.
- Repeated violations may result in the individual being prohibited from entering school property for a specified period of time.

**Definitions**

[See Appendix F](#)

**Exceptions**

It is not a violation of this policy to include tobacco products, tobacco-related devices, or electronic cigarettes in instructional or work-related activities *if* the activity is conducted by staff or approved visitors and does not include smoking, chewing, or otherwise ingesting the product. It is not a violation of this policy to use a product that has been approved by the U.S. Food and Drug Administration as a tobacco cessation product, a tobacco dependence product, or for other medical purposes.

**Cessation Assistance**

District administration will consult with the county health department or other appropriate health- and community-based organizations to identify and provide students and staff information on and access to support systems, programs, and services that encourage them to abstain from the use of tobacco products and support their efforts to comply with this policy.

**Dissemination of Policy**

Signage indicating [ [district name](#) ] is a tobacco-free environment will be posted throughout the district at building entrances and other appropriate locations. Students and parents/guardians will be notified of this policy through student handbooks.

The tobacco-free policy will be incorporated into staff handbooks. Reminder announcements will be made at school events when possible.

**Program Evaluation**

The tobacco-free policy will be assessed at regular intervals to determine whether policies, policy enforcement, communication, education, staff training, and cessation programs are effective and will be updated and revised accordingly.

**Effective Date**

This policy shall take effect in full on [ [insert date](#) ].



## Annual Policy Evaluation

This document outlines five essential components for effective school tobacco use prevention, along with examples and suggested staff development for each component. To ensure successful implementation, this evaluation should be used to guide improvements and determine impact on an annual basis.

### School District Level Component

**Component 1: School districts will adopt comprehensive tobacco prevention policies that include the following:**

|  |   |
|--|---|
|  | Prohibitions against tobacco use by students, staff, and visitors on school property, including school vehicles, or at any school-sponsored off-campus event.         |
|  | Training for school staff regarding tobacco prevention policies and effective enforcement strategies.   |
|  | Procedures for communicating the tobacco policy to students, school staff, families, and visitors and ensuring that students perceive that the policies are enforced. |
|  | Tobacco policy violation consequences that are not solely punitive and provide education or counseling rather than a discipline-only approach.                        |
|  | Requirement that all students receive tobacco use prevention education starting in the middle grades with booster sessions in later grades.                           |
|  | Provisions for students to have access to programs to help them quit using tobacco.   |
|  | Prohibitions against tobacco advertising in school buildings and at school functions.   |
|  | Prohibitions against accepting tobacco industry funds and curriculum.   |
|  | Prohibitions against student's possessing/exhibiting tobacco-related paraphernalia or gear (e.g., cigarette lighters, clothing with tobacco company logos).           |
|  | Information about cessation programs for school staff who want to quit using tobacco products.  |

### Family and Community Level Component

**Component 2: Districts and schools will create and maintain linkages to state and community tobacco prevention policies and programs that target children/youth.**

|  |   |
|--|---|
|  | Designation of a district-level staff person to serve as a liaison to the local tobacco prevention coalition or similar community organization, if one exists.  |
|  | Participation in planning and implementing community programs through the local coalition.  |
|  | Support for community efforts that encourage policy makers to support tobacco prevention policies that target children and youth.   |
|  | Coordination with local media to obtain coverage of school-based tobacco prevention events.   |
|  | Training for school staff and community members on fostering school/community partnerships to prevent tobacco use among youth.  |
|  | Collaboration with communities to prohibit tobacco advertising and to structure the physical environment to make it inconvenient for youth to use tobacco.  |
|  | Support and reinforcement of mass media messages aimed at reducing tobacco use among youth and young adults.  |
|  | Encouragement for youth participation in and leadership of a network committed to reducing tobacco use and advocating for policy change and improvements in the enforcement of laws governing youth access. |
|  | Coordination of school programs with community activities to maximize the reach to all community members and to provide widespread support for tobacco-free behavior.                                       |

## School Level Component

### Component 3: Schools will implement effective tobacco prevention classroom instruction, starting in the middle grades with booster sessions in later grades.

|  |   |
|--|---|
|  | <p>Full implementation of a developmentally appropriate multi-lesson curriculum that:</p> <ul style="list-style-type: none"> <li>• includes instruction that addresses multiple psychosocial factors (ex. Short and long term consequences, social norms, and influences);</li> <li>• contains content that is culturally relevant to the student population;</li> <li>• provides students training and practice in the use of refusal and other life skills;</li> <li>• uses interactive delivery methods;</li> <li>• addresses both smoking and the use of smokeless tobacco as well as vaping; and</li> <li>• aligns with health education core curriculum standards.</li> </ul> |
|  | In-person training for school staff on effective tobacco use prevention curricula, including a review of the program content, modeling of program activities by skilled trainers, and opportunities for teacher practice.   |
|  | Tobacco use prevention instruction integrated as part of comprehensive school health education within the broader school health program.  |
|  | Integration of effective tobacco prevention strategies into core curricular areas, where possible.  |
|  | Training for school staff on assessment of health education standards as they pertain to tobacco prevention.  |

### Component 4: Schools will provide assistance to students who want to quit smoking or using other tobacco products.

|  |  |
|--|--|
|  | Identification and referral of students to cessation programs.   |
|  | Implementation of research-based cessation programs designed for adolescents.  |
|  | Interpersonal contact of the cessation instructor with potential participants and recruitment in school contexts (e.g., classrooms). |
|  | Training for school staff on tobacco cessation programs that have been shown to be effective with adolescents.                       |
|  | Referrals to the Utah Quit Line (1-800-QUIT NOW) or waytoquit.org for school staff who want to quit using tobacco products.          |

### Component 5: Schools will engage parents and families in support of school-based tobacco prevention programs.

|  |  |
|--|--|
|  | Communication with families to explain district tobacco policies, enforcement strategies, and prevention goals.  |
|  | Request family volunteers for school and/or classroom tobacco prevention activities.   |
|  | Recruitment of family support for tobacco-free events on school property.  |
|  | Promotion of family involvement on planning committees to update tobacco-free school policies and select curricula.  |
|  | Homework assignments that encourage parental involvement in student learning about tobacco prevention concepts and skills.   |
|  | <p>In-person, video-based, or on-line skills training for families that address:</p> <ul style="list-style-type: none"> <li>• parental monitoring of their children’s activities, whereabouts, and friends;</li> <li>• parent-child communication about tobacco use; and</li> <li>• tobacco-free home policies.</li> </ul> |
|  | Information about cessation programs for family members who want to quit using tobacco products.   |

## Staff Training

Local health department professionals are a great resource for staff, community, and parent meetings. Take advantage of existing meetings (staff meeting, PTA/PTO, etc) to provide training.

| TRAINING                         | AUDIENCE   | PURPOSE   |
|----------------------------------|--|---|
| Updated Tobacco Information      | School staff, parents/parent organizations, student leaders, community members           | Education on dangers of tobacco and/or e-cigarette use.   |
| Update on Local Youth Use Rates  | School staff, parent organizations, student leaders                                      | Communicate the need for a comprehensive tobacco policy.  |
| Enforcement                      | School staff, resource officers, law enforcement officers                                | Communicate how enforcement of the policy will take place.<br>Inform audience of their responsibilities.  |
| Curriculum                       | Teachers (those specifically responsible for teaching the tobacco prevention curriculum) | Enable teachers to become proficient with the materials.<br>If your school is implementing the Prevention Dimensions curriculum, visit <a href="http://www.uen.org/preventiondimensions">www.uen.org/preventiondimensions</a> for access to on-line training. |
| Cessation                        | School administrators, school counselors, school nurses, resource officers, parents      | Inform audience of cessation services and communicate youth cessation referral process.   |
| Youth Empowerment                | Peer leaders   | Implement a youth leadership program.<br>Prepare youth to reach out to their peers.<br>Implement tobacco prevention activities.   |
| Building Networks and Coalitions | Advisory committee or others interested  | Build capacity in developing and/or improving community partnerships.   |



Today's products are appealing to youth with fun flavors and sleek designs.

The Tobacco Talk addresses:

- the variety of products available;
- risks to youth from tobacco and nicotine use;
- issues like flavors, packaging, and access; and
- provides parents the tools to start a conversation with their child.

This information can be used by schools and community groups to educate parents and encourage them to have the new tobacco talk with their child. Contact your local health department to learn more.



## Local Health Department Contact Information

Local health department professionals are a great resource.

|   |  |  |
|---|--|--|
| <p>Bear River Health Department<br/>655 East 1300 North<br/>Logan, UT 84341<br/>(435) 792-6509<br/><a href="http://www.brhd.org">www.brhd.org</a></p>   | <p>Central Utah Public Health Department<br/>70 Westview Drive<br/>Richfield, UT 84701<br/>(435) 896-5451<br/><a href="http://www.centralutahpublichealth.com">www.centralutahpublichealth.com</a></p> | <p>Davis County Health Department<br/>22 S State Street<br/>Clearfield, UT 84015<br/>(801) 525-5070<br/><a href="http://www.daviscountyutah.gov">www.daviscountyutah.gov</a></p>           |
| <p>Salt Lake County Health Department<br/>South Redwood Public Health Center<br/>7971 South 1825 West<br/>West Jordan, UT 84088<br/>(385) 468-5348<br/><a href="http://www.slcohealth.org">www.slcohealth.org</a></p> | <p>San Juan Public Health Department<br/>735 S 200 W Suite B<br/>Blanding, UT 84511-0089<br/>(435) 359-0038<br/><a href="http://www.sanjuanpublichealth.org">www.sanjuanpublichealth.org</a></p>       | <p>Southeastern Utah District Health Department<br/>28 South 100 East   PO Box 800<br/>Price, UT 84501<br/>(435) 637-3671<br/><a href="http://www.seuhealth.com">www.seuhealth.com</a></p> |
| <p>Southwest Utah Public Health Department<br/>620 S 400 E STE 400<br/>St. George, UT 84770<br/>(435) 986-2593<br/><a href="http://www.swuhealth.org">www.swuhealth.org</a></p>                                       | <p>Summit County Public Health Department<br/>650 Round Valley Dr.<br/>Park City, UT 84060<br/>(435) 333-1500<br/><a href="http://www.summitcountyhealth.org">www.summitcountyhealth.org</a></p>       | <p>Tooele County Health Department<br/>151 North Main Street<br/>Tooele, UT 84074<br/>(435) 277-2363<br/><a href="http://www.tooelehealth.org">www.tooelehealth.org</a></p>                |
| <p>TriCounty Health Department<br/>133 S 500 E<br/>Vernal, UT 84078<br/>(435) 247-1177<br/><a href="http://www.tricountyhealth.com">www.tricountyhealth.com</a></p>   | <p>Utah County Health Department<br/>151 University Avenue #2700<br/>Provo, UT 84601-4427<br/>(801) 851-7099<br/><a href="http://www.utahcountyonline.org">www.utahcountyonline.org</a></p>            | <p>Wasatch County Health Department<br/>55 South 500 East<br/>Heber City, UT 84032-1918<br/>(435) 657-3260<br/><a href="http://www.wasatchcountyhd.org">www.wasatchcountyhd.org</a></p>    |
|   | <p>Weber-Morgan Health Department<br/>477 23rd Street<br/>Ogden, UT 84401<br/>(801) 399-7195<br/><a href="http://www.webermorganhealth.org">www.webermorganhealth.org</a></p>                          |  |

## Guide References

- Centers for Disease Control and Prevention. Guidelines for School Health Programs to Prevent Tobacco Use and Addiction. MMWR 1994 (25 Feb); 43 RR-2.
- Centers for Disease Control and Prevention, Youth and Tobacco Use, [https://www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/youth\\_data/tobacco\\_use](https://www.cdc.gov/tobacco/data_statistics/fact_sheets/youth_data/tobacco_use).
- HHS, "Preventing Tobacco Use Among Youth and Young Adults: A Report of the Surgeon General," HHS, Centers for Disease Control and Prevention, National Center for Chronic Disease <http://www.surgeongeneral.gov/library/reports/preventing-youth-tobacco-use/factsheet.html>.
- <https://le.utah.gov/interim/2017/pdf/00002456.pdf>.
- [https://le.utah.gov/xcode/Title26/Chapter38/26-38-S2.html?v=C26-38-S2\\_2017050920170509](https://le.utah.gov/xcode/Title26/Chapter38/26-38-S2.html?v=C26-38-S2_2017050920170509).
- [https://le.utah.gov/xcode/Title59/Chapter14/59-14-S102.html?v=C5914-S102\\_1800010118000101](https://le.utah.gov/xcode/Title59/Chapter14/59-14-S102.html?v=C5914-S102_1800010118000101).
- <https://justice.utah.gov/Juvenile/HB239/HB%20239%20Detailed%20Bill%20Summary.pdf>.
- Joseph R. DiFranza et al., Tobacco Promotion and the Initiation of Tobacco Use: Assessing the Evidence for Causality, 117 Pediatrics e1237 (2006) <http://pediatrics.aappublications.org/cgi/reprint/117/6/e1237>.
- Miech, RA, et al., Monitoring the Future National Survey Results on Drug Use, 1975-2015: Volume 1, Secondary School Students, Ann Arbor, Institute for Social Research, The University of Michigan, 2016. [http://www.monitoringthefuture.org/pubs/monographs/mtf-vol1\\_2015.pdf](http://www.monitoringthefuture.org/pubs/monographs/mtf-vol1_2015.pdf).
- Prevention and Health Promotion, Office on Smoking and Health, 2012. See also TFK factsheet, Smoking and Other Drug Use, <http://tobaccofreekids.org/research/factsheets/pdf/0106.pdf>.
- Preventing Tobacco Use Among Youth and Young Adults, Surgeon General 2012, <http://www.surgeongeneral.gov/library/reports/preventing-youth-tobacco-use/full-report.pdf>.
- Student Health and Risk Prevention: 2017 Prevention Assessment Results, <https://dsamh.utah.gov/reports/sharp-survey>.
- "The Tobacco-Free Sports Playbook: Creating Programs for Healthier Youth, Teams and Communities" - CDC, Office on Smoking and Health, 2007, <http://www.vidya.com/2pdfs/v3i264sports.pdf>.
- "Tobacco-Free Athletes Coaches Manual" - Tobacco Free Maine <https://www.maine-preventionstore.com/collections/tobacco/products/coaches-athletes-and-tobacco-action-sheet>.
- United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. Center for Behavioral Health Statistics and Quality. National Survey on Drug Use and Health, 2014. ICPSR36361-v1. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2016-03-22. <http://doi.org/10.3886/ICPSR36361.v1>.
- U.S. Department of Health and Human Services. E-Cigarette Use Among Youth and Young Adults. A Report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2016.
- U.S. Department of Health and Human Services. The Health Consequences of Involuntary Exposure to Tobacco Smoke: A Report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, Coordinating Center for Health Promotion, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2006.
- Utah HB 132: Juvenile Justice Modifications: <https://le.utah.gov/~2018/bills/static/HB0132.html>.
- Utah HB 239: Juvenile Justice Amendments: <https://le.utah.gov/~2017/bills/static/HB0239.html>.
- Utah HB 415: Regulation of Electronic Cigarettes: <https://le.utah.gov/~2015/bills/static/HB0415.html#59-14-802>.

### Resources: Tobacco-free Guides From Other States

- Colorado [http://rnc.org/wp-content/uploads/2014/12/2.02.02TFSToolkit\\_2013.pdf](http://rnc.org/wp-content/uploads/2014/12/2.02.02TFSToolkit_2013.pdf)
- New Mexico <http://247newmexico.com/>
- Texas <https://txssc.txstate.edu/tools/tobacco-law-toolkit/>
- Virginia <https://www.vfhy.org/virginia-tobacco-free-schools>



