



# SCHOOL RESOURCE GUIDE

Utah Comprehensive Tobacco-Free  
School Policy Toolkit

A close-up photograph of the top of a yellow school bus. The word "SCHOOL BUS" is printed in large, bold, black letters on a yellow background. Above the text are three red emergency lights. On either side of the text are orange and red lights.

SCHOOL BUS

#### 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: My Life, My Quit.....20
- Appendix B: Referring Youth to My Life, My Quit.....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: Public Law Health Center Resources.....32
- Appendix L: E-cigarette Disposal References.....33
- Appendix M: Guide References.....34

## 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.

During the 2020 Utah Legislative Session, **House Bill 58** was passed which addresses student use of alcohol, tobacco, electronic cigarette products, and 10 other substances through education and prevention programs and discipline policies.

## 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, about ninety-five percent of adult smokers begin smoking before they turn 21. In 2019, nearly 8% 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.
- In 2019, nearly one-fourth of Utah students in grades 8, 10, and 12 reported that they had tried vape products (also known as electronic cigarettes, e-cigarettes, vape pens, or mods) and 12% reported current use.
- Among high school seniors, 32% reported experimentation with vape products and 16% had used them in the past 30 days.

### 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.



*\*When referring to tobacco or tobacco products in this guide it is assumed that it includes commercial tobacco (cigarettes, chew, cigars, cigarillos, etc.), commercial tobacco products, electronic cigarettes (vapes), electronic cigarette (vape) products, nicotine, nicotine products, and tobacco paraphernalia.*

## 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) OR clearly defines tobacco products, electronic cigarette products, and nicotine products. (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 persons younger than 21 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. This includes education about the risks of electronic cigarette products in a school based prevention program and plans to address the causes of student use.			
	Prohibits accepting tobacco industry (including e-cigarette and nicotine product) 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.			
	Includes information on the school’s toxic waste policy for handling e-cigarette waste. <a href="#">see Appendix L</a>			

# 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 consent.			
	Includes no-tobacco use requirements in athletic contracts and requires parent/guardian consent..			
	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 prevention education to students in every grade with special emphasis in grades 4-8. <a href="#">see Instruction and Curriculum</a>			
	The tobacco prevention curriculum 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 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. My Life, My Quit, 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-free policy with staff and utilizes clear and consistent procedures for handling violations.				
	The school enforces the tobacco-free 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 the tobacco-free 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.

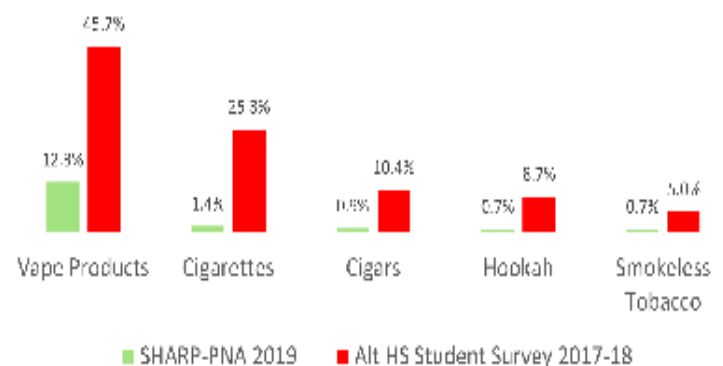
### Alternative Schools

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 2019 for students was just over 1% compared to more than 25% 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.

Percentage of Utah Students Who Used Tobacco Products in the Past 30 Days by Type of Product



*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.

### Addiction Policy Forum

Vaping: Know the Facts, aims to correct misinformation, explain the health risks of adolescent vaping, and empower schools, parents, and students to take action. For more information visit

### 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](#)

### Botvin LifeSkills® Training

Botvin Life Skills 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. In 2020, House Bill 58 expanded this requirement to also include 4th or 5th grade. LST is a research-validated prevention program. The program teaches students the necessary skills to resist social pressures to smoke, drink, and use drugs; and enhances cognitive/behavioral competency to reduce/prevent a variety of

health risk behaviors. There is a supplemental document to show how to incorporate vaping into several lessons. For more information visit [lifeskillstraining.com](http://lifeskillstraining.com)

### 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/e-cigarettes](http://catchinfo.org/e-cigarettes).

### Center for Disease Control and Prevention

CDC’s Office on Smoking and Health (OSH) developed this presentation to educate youth on e-cigarettes, including the health risks, the factors that lead to e-cigarette use, and what youth can do to avoid all tobacco products, including e-cigarettes. For more information visit [CDC.gov/tobacco](http://CDC.gov/tobacco).

### 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).

### Stanford Tobacco Prevention Toolkit

The Tobacco Prevention Toolkit is a 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](http://med.stanford.edu/tobaccopreventiontoolkit).

## 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.
- Ensure staff are aware of how to properly handle and dispose of e-cigarette waste. [see Appendix L](#)

## 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

The Utah State Legislature passed House Bill 239 (2017) and HB 132 (2018) to reform juvenile justice by modifying how youth tobacco offenses are handled. The passage of HB 23 (2020) and SB 37 (2020) updated all Utah age-related tobacco laws from age 19 to age 21.

**Utah Code 76-10-105. Buying or possessing a cigar, cigarette, electronic cigarette, or tobacco by a minor**  
An individual who is under 18 years old and who buys or attempts to buy, accepts, or has in the individual's possession a tobacco product, an electronic cigarette product, or a nicotine product is subject to a citation under Section 78A-6-603, 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 class C misdemeanor

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 youth services center operated by the Division of Juvenile Justice Services in accordance with Section 62A-7-104;
- a youth court or comparable restorative justice program;
- evidence-based interventions created and developed by the school or school district; and
- other evidence-based interventions that may be jointly created and developed by a local education agency, the state board, the juvenile court, local counties and municipalities, the Department of Health, or the Department of Human Services.

<b>CHARGEABLE OFFENSE OR REFERABLE TO JUVENILE COURT</b> (either class A or B misdemeanor)	<b>NOT A CHARGEABLE OFFENSE NOR REFERABLE TO JUVENILE COURT</b> (a class C misdemeanor, an infraction, a status offense on school property, or an offense that is truancy)
<ul style="list-style-type: none"> <li>• Individual under the age of 18 who buys or attempts to purchase any tobacco product, electronic cigarette product, or nicotine product using a false identification (class B misdemeanor on first violation, class A misdemeanor on the 2nd and subsequent violations-Utah Code 32B-4-411) OR (class A misdemeanor if an individual uses proof of age containing false information with the intent to purchase a tobacco product or an electronic cigarette product, or to gain admittance to any part of the premises of a retail tobacco specialty business -Utah Code 76-10-115)</li> <li>• An individual who distributes a tobacco product, an electronic cigarette product, or a nicotine product to an individual who is under 21 years old (a class B misdemeanor on the second offense; and a class A misdemeanor on any subsequent offense) (Utah Code 76-10-104)</li> </ul>	<ul style="list-style-type: none"> <li>• An individual under the age of 18 that purchases, attempts to purchase or possesses any tobacco product, electronic cigarette product, or nicotine product without using a false identification (an infraction or referral to evidenced-based alternative interventions) (Utah Code 76-10-105)</li> <li>• An individual who distributes a tobacco product, an electronic cigarette product, or a nicotine product to an individual who is under 21 years old (class C misdemeanor on the first offense) (Utah Code 76-10-104)</li> <li>• Distribution of tobacco products, electronic cigarette products, or nicotine products to others, second or subsequent offense (class A misdemeanor)</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.

Using punitive measures like suspension and expulsion to penalize student violations of a school commercial tobacco policy is not reasonable, considering the targeted marketing, science of addiction, and long-term consequences associated with expulsion and suspension. Effective school policies attempt to address the underlying addiction to commercial tobacco instead of purely punitive measures, which do not deter continued use and may exacerbate the problem. Learn more from Public Health Law Center: [Student Commercial Tobacco Use in Schools Alternative Measures \(2019\)](#)

Tobacco use is often more than a disciplinary issue; in many cases, it is also an addiction issue. [see Cessation Resources](#) and [Appendix A](#)

## Progressive discipline may include:

- evidence-based prevention education;
- referral to cessation services;
- revocation of privileges;
- exclusion from extracurricular activities;
- notification of parent/guardian;
- conference with student;
- conference with student and parent/guardian; or
- required school or community service.

The listed options for evidence-based prevention education programs are just some available programs. Work with your local health department to determine what combination of programs work best for your LEA.

## ASPIRE: MD Anderson Cancer Center

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. Students can earn a certificate of completion upon finishing the program.

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

## Healthy Futures: Stanford Medicine

Healthy Futures provides both a one-on-one and group intervention in a one-hour and a two-hour plan. While one-on-one intervention is preferable, not all schools have the means to initiate this approach, so consider then the group intervention. Learn more at [med.stanford.edu/tobaccopreventiontoolkit](http://med.stanford.edu/tobaccopreventiontoolkit).

## INDEPTH: American Lung Association

Intervention for Nicotine Dependence: Education, Prevention, Tobacco and Health (INDEPTH) is a new, convenient alternative to suspension or citation that helps schools and communities address the teen vaping problem in a more supportive way. Instead of solely focusing on punitive measures, INDEPTH is an interactive program that teaches students about nicotine dependence, establishing healthy alternatives and how to kick the unhealthy addiction that got them in trouble in the first place. Learn more at [lung.org](http://lung.org)

## 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.

#### ☐ MY LIFE, MY QUIT

My Life, My Quit program is a comprehensive new program that combines the best practices for youth tobacco cessation adapted to include vaping and new ways for teens to reach our quit coaches using real-time text messaging and online chat. Youth can text or call a toll-free number (1.855.891.9989) dedicated specifically for teens, or they can visit [mylifemyquit.com](http://mylifemyquit.com) for information or real-time coaching.

Through the program, teens (age 12 to 17) work with a coach who listens and understands their unique needs, provides personalized support, and helps them build a quit plan to become free from nicotine. Parental consent is collected by the service for youth who are not court referred. Nicotine replacement therapy (NRT) is **not** provided to youth.

For additional program information [see Appendix A](#)

### Referring Youth to My Life, My Quit

1. Provide the student and their parent information about My Life, My Quit and have them call, text or webchat with a Quit Coach to enroll. [see Appendix B](#)
2. On the first interaction, parental consent will be requested from National Jewish Health through verbal consent over the phone or through a waiver form that will be emailed to the parent.
3. When the student has completed all five coaching sessions, My Life, My Quit will issue the student a certificate of completion.

## 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**

## My Life, My Quit

### What is the My Life, My Quit program?

The My Life, My Quit program is a free and confidential service developed by National Jewish Health, the nation's number one respiratory hospital, for teens who want help quitting all forms of tobacco including vaping. Our tobacco treatment specialists have completed extensive training on adolescent cognitive and psychosocial development from a psychologist and professor at Stanford University who specializes in adolescent tobacco prevention.

By enrolling, teen participants receive:

- Five, one-on-one coaching sessions usually scheduled every 7-10 days. Coaching helps teens develop a quit plan, identify triggers, practice refusal skills and receive ongoing support for changing behaviors.
- Self-help and educational materials designed for teens, with input from teens.
- Additional support by phone, by text message or by online chat.

As an educator, you have as much (or more) contact with teens as their parents and healthcare professionals and the messages you provide often shape their behavior choices. Your promotion of the My Life, My Quit program is important to teens looking for resources quit using tobacco.

### Free Promotional Materials

You can [download](#) and print My Life, My Quit posters to display in your classroom and school. All materials on the [mylifemyquit.com](http://mylifemyquit.com) website are copyrighted by National Jewish Health, and are available for use without further permission by citing National Jewish Health as the source.

### Can My Life, My Quit be used as an alternative to school suspension?


Many schools are struggling with how to address the epidemic of vaping in their communities and in their school buildings. Introducing My Life, My Quit as an alternative to school suspension is an option. No one wants to be forced to participate in a program to change their behavior, especially teens who get caught using tobacco products. Our coaches understand this and are specially trained to engage teens who have been referred for help by parents, educators, and the justice system and are required to complete a tobacco treatment program as an alternative to punishment.

My Life, My Quit is based on the established and evidence-based telephone coaching quitline model that has proven effective for adults. Our teen program was developed with teen feedback and has been tailored to meet the unique needs of teens. Coaches combine cognitive-behavioral techniques with motivational interviewing that has been proven effective for changing teen behaviors with drug, alcohol and tobacco use.

After completing five coaching sessions, we send a printed watermarked certificate directly to teens to reduce unauthorized duplication and to prove they completed the program. Because of regulations governing privacy of information, we only send the certificate to the teen who completes the program.

Behavior change is hard work and many people need help more than once for a new behavior to stick. Teens can re-enter the program as many times as needed and each time, they are eligible for five coaching sessions.

## Referring Youth to My Life, My Quit



**At My Life, My Quit™ we share the truth about nicotine, vaping and other tobacco products.**

The My Life, My Quit Program is for young people ages 12-17 who want help to quit all forms of tobacco including vaping. My Life, My Quit Coaches help youth:

- Develop a quit plan
- Cope with stress
- Learn about nicotine
- Get ongoing support

Youth can **TEXT/CALL** 855.891.9989 or **CHAT ONLINE** with a Coach

**My Life, My Quit is always free and confidential.**  
[www.mylifemyquit.com](http://www.mylifemyquit.com)

My Life, My Quit  
 is operated by National Jewish Health. More  
 resources are available at [www.mylifemyquit.com](http://www.mylifemyquit.com).

### Parent Notification

[student] has received a tobacco policy violation on [date], and has been asked to participate in My Life, My Quit. The program is a free and confidential service developed by National Jewish Health for young people who want help quitting all forms of tobacco including vaping. The Tobacco Cessation Coaches have completed extensive training on adolescent cognitive and psychosocial development from a psychologist and professor at Stanford University who specializes in adolescent tobacco prevention.

By enrolling, participants receive:

- Five, one-on-one coaching sessions usually scheduled every 7-10 days. Coaching helps teens develop a quit plan, identify triggers, practice refusal skills and receive ongoing support for changing behaviors.
- Self-help and educational materials designed for teens, with input from teens.
- A certificate of completion.
- Additional support by phone, by text message or by online chat.
- Nicotine replacement therapy (NRT) is **not** provided to youth.

In order for your child to utilize this resource, parental consent will be requested from National Jewish Health through verbal consent over the phone or through a waiver form that will be emailed to the parent.

## 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](http://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: any electronic oral device: that provides an aerosol or a vapor of nicotine or other substance; and which simulates smoking through the use or inhalation of the device; a component of the device; or an accessory sold in the same package as the device. “Electronic cigarette” includes an oral device that is: composed of a heating element, battery, or electronic circuit; and marketed, manufactured, distributed, or sold as: an e-cigarette; an e-cigar; an e-pipe; or any other product name or descriptor. “Electronic cigarette” does not mean a medical cannabis device, as that term is defined in Section 26-61a-102.
- **“Electronic cigarette product”** means an electronic cigarette, an electronic cigarette substance, or a prefilled electronic cigarette.
- **“Electronic cigarette substance”** means any substance, including liquid containing nicotine, used or intended for use in an electronic cigarette.
- **“Nicotine”** means a poisonous, nitrogen containing chemical that is made synthetically or derived from tobacco or other plants.
- **“Nicotine product”** means an alternative nicotine product or a nontherapeutic nicotine product.
- **“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 2019, current use of e-cigarettes by young adults 18–24 years of age (18.5%) was higher than that of adults 25 years of age and older (4.9%). 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.

# APPENDIX I

## 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. Inform audience of their responsibilities.
Curriculum	Teachers (those specifically responsible for teaching the tobacco prevention curriculum)	Enable teachers to become proficient with the materials. 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. Prepare youth to reach out to their peers. Implement tobacco prevention activities.
Building Networks and Coalitions	Advisory committee or others interested	Build capacity in developing and/or improving community partnerships.



See Through the Vape has a variety of information and resources focused at youth. The website also contains information for adults, including resources for parents on how to recognize if their child may be vaping and tools to assist them in starting a conversation with their child.

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

# Public Health Law Center Resources

### [Disposing of E-Cigarette Waste: FAQ for Schools and Others \(2019\)](#)

This publication provides a brief summary of considerations for schools, airports, courts, and other institutions subject to the Resource Conservation and Recovery Act (RCRA) when dealing with how to handle and dispose of mounting piles of e-cigarette hazardous waste.

### [Student Commercial Tobacco Use in Schools Alternative Measures \(2019\)](#)

Information about the effectiveness of measures other than suspension and expulsion in addressing student tobacco use as part of a school's Commercial Tobacco-Free Policy.

### [Commercial Tobacco-Free K-12 School Model Policy: Questions & Answers](#)

Comprehensive model commercial tobacco-free policy for school districts and K-12 schools, with a detailed analysis, in question/answer format, of the reasoning behind each policy provision.

## E-cigarette Disposal Resources

### [Proper Management of E-cigarette Waste for Utah Schools](#)

Information for Utah schools on proper disposal of e-cigarette waste provided by the Utah Department of Environmental Quality Division of Waste anagement and Radiation Control.

### [Disposing of E-Cigarette Waste: FAQ for Schools and Others \(2019\)](#)

This publication provides a brief summary of considerations for schools, airports, courts, and other institutions subject to the Resource Conservation and Recovery Act (RCRA) when dealing with how to handle and dispose of mounting piles of e-cigarette hazardous waste.

## Guide References

- ▶ Campaign for Tobacco Free Kids. <https://www.tobaccofreekids.org/assets/factsheets/0376.pdf>
- ▶ 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 CTFK 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 23 Tobacco and Electronic Cigarette Amendments: <https://le.utah.gov/~2020/bills/static/HB0023.html>
- ▶ Utah HB 58: Electronic Cigarettes in Schools Amendments: <https://le.utah.gov/~2020/bills/static/HB0058.html>
- ▶ 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>.
- ▶ Utah SB 37 Electronic Cigarette and Other Nicotine Product Amendments: <https://le.utah.gov/~2020/bills/static/SB0037.html>

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

- ▶ Colorado [http://rmc.org/wp-content/uploads/2014/12/2.02.02TFSToolkit\\_2013.pdf](http://rmc.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>

