School District: _____ **Name:** _____
Representing: _____

Tobacco Policy Review Checklist

TOBACCO USE POLICY **a. Key Components**	***Action Needed***
Does your school district tobacco use policy include:	
A clear rationale for the policy, focusing on reducing health risks related to tobacco?	
Prohibitions against the use of tobacco products? These prohibitions need to clearly identify persons affected by the policy, including students, staff and visitors, as well as where the policy is in effect, including school property, school vehicles and at school-sponsored events.	
Prohibitions against tobacco advertising or tobacco promotion and advertising on school property and school-sponsored events or publications?	
Classroom education programs for students?	
Clear procedures for communicating the policy to those affected by it, including students, staff, parents and visitors?	
Consistent and equitable enforcement of the policy?	
Smoking cessation programs for students and staff who wish to quit smoking?	

b. Communication	***Action Needed***
How is your tobacco control policy communicated to students?	
signs stating the policy posted in visible places	
written policies to students (student handbook)	
written policies to staff who then inform students	
written policy to parents who then inform their children	
verbally to students (ex. Assembly, announcements)	
other: specify	
How is your tobacco control policy communicated to parents/care providers?	
meetings among school staff, parents, students	
meetings between school staff and parents	
meetings between school staff and parents of smokers	
written policies in student handbook and informational pamphlets	

announcements at school events	
other: specify	
How is your tobacco control policy communicated to staff/faculty?	
signs stating the policy posted in visible places	
written policies to staff/faculty (ex. employee handbook)	
verbally through staff meetings; staff development programs	
included in staff/faculty contracts	
other: specify	
How is your tobacco control policy communicated to visitors?	
signs stating the policy posted in visible places	
brochures, fliers	
stipulated in contracts (ex. construction contract)	
announcements at school events	
other: specify	

c. Enforcement Procedures	*Action Needed*
Are the following people responsible for enforcing the policy for students?	
school administrator	
security guards	
teachers	
student services staff (SN, SSW, Coun., Psych. Chem. Health)	
law enforcement officers	
parents	
school volunteers	
bus drivers	
custodians	
coaches	
other school staff	
How much support exists among staff/faculty for your policy regarding students?	
How much support exists among law enforcement personnel for your policy regarding students?	
How much support exists and assistance have you had from public health agency staff related to your policy regarding students?	
Does your school assess the effectiveness of your tobacco use policy?	
In which of the following has tobacco use enforcement for students been particularly difficult?	

in restrooms	
at sporting events	
on school grounds	
just beyond school grounds but within sight	
when smokeless tobacco is used	
Which actions are taken when faculty/staff are found in violation of the tobacco policy?	
verbal or written warning	
suspension without pay	
fines	
referred to law enforcement	
referral to tobacco education program	
referral to tobacco cessation program	
Which of the following actions are taken when adult visitors are found in violation of the tobacco policy?	
requested to leave event	
verbal warning	
fines	
referred to law enforcement	
referral to tobacco education program	

d. Punitive Consequences	***Action Needed***
Which of the following actions are taken when students are found in violation of the tobacco policy?	
referred to school administrator	
police notification	
verbal or written warning/reprimand	
in-school suspension	
out-of-school suspension	
suspension from co-curricular activities	
expulsion from co-curricular activities	
alternative to suspension	
fines	
community service	
revocation of parking privileges	
clean up the environment written assignment	
Is there consistency between school and community regarding the penalty for students smoking?	

e. Health Consequences	***Action Needed***
Which of the following actions are taken when students are found in violation of tobacco policy?:	
referred to student assistance program/team	
notify parent/care provider	

meeting between parent/care provider and school personnel	
required attendance in tobacco ed/diversion program	
required enrollment in tobacco cessation program	

2. Support Services	***Action Needed***
Does your school's student assistance program:	
provide tobacco education (diversion) in in-school suspension?	
provide referrals to a community-based tobacco ed/diversion program?	
offer its students tobacco-use cessation programs?	
have a staff person trained in tobacco use cessation?	
provide information to students about community-based tobacco-use cessation programs?	
provide referrals for students to community-based tobacco-use cessation programs?	
conduct follow-up on students referred to cessation programs?	
Provide school-based aftercare (such as support groups) for students who have attended smoking cessation programs?	
other:	
Does your school assess the effectiveness of the referrals for tobacco use cessation programs for students?	
Does your school:	
provide referrals for staff to community-based tobacco-use cessation programs?	
Does your school assess the effectiveness of the referrals for the tobacco use cessation programs for staff?	
Regarding assessment of risk for tobacco use prevention, do support staff:	
Use tobacco use violations to trigger a general risk assessment?	
identify students at-risk for tobacco use and provide support for decision-making, refusal and peer resistance skills and coping?	
provide brief interventions such as raise awareness, give advice, remove barriers, provide feedback or clarify goals?	
work with community health care providers and adult leaders to provide systematic, consistent assessment of student risk, referral and follow-up?	

use tobacco use violations to trigger a general risk assessment?	
Have student services personnel been trained in early identification of risk and brief interventions and skill building?	
In what ways do support services reinforce classroom instruction on decision making and refusal/peer resistance skills? Student services personnel:	
are involved in the curriculum selection decisions.	
know when the curricula is taught.	
co-teach the curriculum with the classroom teacher.	
have the tobacco refusal and resistance skills that are taught available in printed form for posting in student services offices.	
conduct role-plays with student to rehearse decision-making and refusal skills.	
incorporate tobacco use prevention awareness and skills into counseling groups (friendship groups, support groups).	
3. Training For Staff	***Action Needed***
Does your school train student services in incorporating tobacco refusal and resistance skills in student services interventions?	
Regarding training for staff/faculty to intervene with students who use tobacco, does your school:	
provide training on each staff member's role in helping students who demonstrate problem behavior?	
identify student problem behaviors?	
document student problem behaviors?	
talk with students about problem behaviors?	
refer students for assistance?	
support students who are receiving help?	

4. Obstacles to community diversion/alternatives to school suspension	*Action Needed*
Which of the following obstacles exist in your school/community that impact the development of effective diversion/alternatives to school suspension programs:	
A culture or norm that tobacco use is simply not a significant problem.	
A lack of follow through by judges and the court system.	
Youth lack motivation to participate in class activities.	
Fines and other consequences are sometimes not severe enough to encourage participation.	
Inconsistency among community partners.	
Not making an effort to connect with families.	
Some parents are not supportive because of their own tobacco use.	
A lack of referral resources for cessation.	
A lack of simple referral process.`	
A lack of training for people conducting the classes.	
Health care, social service, parent and self-referrals are too complex.	
The title "diversion" needs to be changed.	
Program is school dominated, and is the "school's" problem/responsibility rather than a community problem/responsibility.	

5. Tobacco Use Prevention Curriculum: a. Content	*Action Needed*
Short-term physical consequences of tobacco use?	
Long-term physical consequences of tobacco use?	
Short-term social consequences of tobacco use?	
Long-term social consequences of tobacco use?	
Short-term mental/emotional consequences of tobacco use?	
Long-term mental/emotional consequences of tobacco use?	
Social influences that promote tobacco use (adults, peers, media)?	
Analysis of media influences on tobacco use?	

Peer norms regarding tobacco use/reasons students say they smoke?	
Decision making skills (goal setting and problem solving)?	
Refusal and resistance skills?	
Stress management?	
Advocating for personal, family and community health?	
Other: specify	
Is tobacco use prevention curricula provided K through 12th grade?	
Is there an emphasis in skill building in the middle/junior high years?	
Is there reinforcement in the high school years?	
Are peer educators/leaders assisting with the classroom instruction?	
Have community resource people been instructors (such as guest speakers)?	
Have there been linkages with media campaigns on tobacco use prevention?	
Regarding other instructional activities, is/are there:	
integration of tobacco use prevention into subjects other than health, such as math, English or social studies?	
integration into co-curricular activities?	
integration into youth service/youth development activities?	
school-wide events/activities?	
a program for peer education/youth advocates?	
youth/peer educators involved in cross-age teaching?	
other: specify	
Regarding planning a prevention program including curriculum/instruction:	
to what extent are youth involved in planning?	
have public health, health care providers or service organizations been involved in planning the curricula?	
have parents been involved in the planning?	
other:	

Does your school assess the effectiveness of your tobacco use prevention curriculum and instruction?	
Does your school use community resource people to assist in evaluation of the effectiveness of your tobacco use prevention program?	

b. Training	***Action Needed***
Does your school provide training for teachers in specific tobacco use prevention curriculum?	
Does your school assess the effectiveness of the training for teachers in the tobacco use prevention curriculum?	
Does your school provide tobacco-use prevention peer-leader training?	
Does your school assess the effectiveness of training peer-leaders in tobacco use prevention?	

6. Parent/Family Involvement	***Comments***
Were parent/caregivers involved in the development of your policies/procedures?	
Were youth involved in the development of your policies/procedures?	
Does your school curriculum promote discussions at home by assigning homework and projects that involve families?	
Does your school encourage parents to participate in community efforts to prevent tobacco use prevention curricula?	
Do parents participate in evaluation of tobacco use prevention curricula?	
Does your school provide parent education on tobacco use prevention and parent/child communication?	
Does your school provide parents with information on community resources for tobacco use prevention?	
Are resources provided to parents involved in programs such as Early Childhood Family Education or the Family Services Collaborative? (such as information on Environmental Tobacco Smoke)	
Are awareness and cessation information provided	

to adults attending GED/Adult Basic Education or other Community Education programs?	
Does your school provide smoking parents with resource information on community smoking cessation programs and support groups?	
Coordination with community programs and services	
How many retailers in the area around your school (1000 ft. radius) sell tobacco products?	
Are tobacco advertisements in the area around your school (1000 ft.)?	
Do you assist public health/law enforcement in accessing students to conduct compliance checks at establishments selling tobacco?	
Is your school currently involved in a community coalition on tobacco use prevention? Or in coalition on youth issues that is now addressing tobacco?	
Are youth involved as partners on that coalition?	
To what extent is Community Education Youth Service/Development involved in school or community tobacco use prevention?	
To what extent have local media covered or been involved in another way in school-based tobacco use prevention?	
Is your school or community currently involved in a model/research project (Example: Surround Site, SIG grant, University, Public Health Agency) regarding tobacco?	