

# Tobacco-free Schools Policy



## Checklist TOOLKIT

Tools and strategies to assist Colorado schools in developing and implementing comprehensive tobacco-free schools policy



A collaborative project of the Rocky Mountain Center for Health Promotion and Education, the Colorado Department of Public Health & Environment's State Tobacco Education & Prevention Partnership and Local Health Agencies throughout Colorado.



To be successful, it's essential that we remind parents, visitors and personnel that tobacco use is prohibited at schools.

The toolkit materials were designed to give you useful information to review, update and implement tobacco-free schools policy. Our ongoing goal is to significantly decrease tobacco use among Coloradans and you can play an integral role in making this a reality.

#### **Acknowledgements**

This toolkit was developed by the Rocky Mountain Center for Health Promotion and Education (RMC Health) and brings together information compiled from years of work done across the country in school tobacco prevention and control. RMC Health would specifically like to acknowledge the school-based tobacco policy work of Oregon and North Carolina. Funding for this toolkit was made possible by the Colorado Department of Public Health and Environment's State Tobacco Education & Prevention Partnership (STEPP). RMC Health would also like to acknowledge Colorado's school district tobacco prevention coordinators and local health agency staff. Their contributions ensured that this tool was practical and relevant for use throughout Colorado at the district and school levels.





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# The Tobacco-free Schools Law: The Language of the Law

## SOURCE

L. 94: Entire section added, p. 674, § 1, effective April 19. L. 98: (3)(a)(II) amended, p. 55, § 1, effective August 5. L. 2008: (2)(c), (2)(d), and (5) amended, p. 888, § 3, effective July 1.

### **25-14-103.5. Prohibition against the use of tobacco products on school property – legislative declaration – education program – special account.**

- (1) The general assembly finds that many of the schools in this state permit the use of tobacco in and around school property. The general assembly further finds that secondhand smoke generated by such activity and the negative example set and frequently imitated by our school children are detrimental to the health and well-being of such children as well as to school teachers, staff, and visitors. Accordingly, the general assembly finds and declares that it is appropriate to create a safe and healthy school environment by prohibiting the use of tobacco products on all school property.
- 
- (2) As used in this section, unless the context otherwise requires:
- (a) “School” means a public nursery school, day care center, child care facility, head start program, kindergarten, or elementary or secondary school through grade twelve.
  - (b) “School property” means all property, whether owned, leased, rented, or otherwise used by a school, including, but not limited to, the following:
    - (I) All interior portions of any building used for instruction, administration, support services, maintenance, and storage and any other structure used by a school; except that such term shall not apply to a building primarily used as a residence;
    - (II) All school grounds surrounding any building specified in subparagraph (I) of this paragraph (b) over which the school is authorized to exercise dominion and control. Such grounds shall include any playground, athletic field, recreation area, and parking area; and
    - (III) All vehicles used by the school for the purpose of transporting students, workers, visitors, or any other persons.
  - (c) “Tobacco product” shall have the same meaning as set forth in section 18-13-121 (5), C.R.S.
  - (d) “Use” means the lighting, chewing, smoking, ingestion, or application of any tobacco product.

## The Tobacco-free Schools Law: The Language of the Law

- (3) (a) (I) The board of education of each school district shall adopt appropriate policies and rules which mandate a prohibition against the use of all tobacco products on all school property by students, teachers, staff, and visitors and which provide for the enforcement of such policies and rules.
- (II) Repealed.
- (b) Signs regarding such prohibition and the consequences of violation shall be displayed prominently on all school property to ensure compliance no later than September 1, 1994.
- (4) This section shall not be applicable to the use of a tobacco product in a limited classroom demonstration to show the health hazards of tobacco.
- (5) The board of education of each school district is authorized to seek and accept gifts, donations, or grants of any kind from any private or charitable source or from any governmental agency to meet expenses required by this section. Such gifts, donations, and grants shall be accounted for separately, and, to the extent that such moneys are available, the board of education of each school district may maintain and operate an educational program designed to assist students, faculty, and staff to avoid and discontinue the use of tobacco products. Such program shall be offered at each school under the board's direction and control.
- (6) This section shall not prohibit any school from enacting more stringent policies or rules than required by this section.

“Use’ means the lighting,  
chewing, smoking,  
ingestion, or application  
of any tobacco product.”



### EDITOR'S NOTE

(1) Subsection (3)(a)(II)(C) provided for the repeal of subsection (3)(a)(II), effective January 1, 2000. (See L. 98, p. 55.)

(2) Section 4 of chapter 236, Session Laws of Colorado 2008, provides that the act amending subsections (2)(c), (2)(d), and (5) applies to offenses committed on or after July 1, 2008.

# The Teen Tobacco Use Prevention Act (TTUPA): The Details of the Act

## SOURCE

L. 2008: Entire part added, p. 887, § 2, effective July 1.

### 25-14-301. Possession of cigarettes or tobacco products by a minor prohibited – definitions.

- (1) This section shall be known and may be cited as the “Teen Tobacco Use Prevention Act.”
- (2)
  - (a) Possession of a cigarette or tobacco product by a person who is under eighteen years of age is prohibited.
  - (b) It shall not be an offense under paragraph (a) of this subsection (2) if the person under eighteen years of age was acting at the direction of an employee of a governmental agency authorized to enforce or ensure compliance with laws relating to the prohibition of the sale of cigarettes and tobacco products to minors.
- (3) As used in this section, unless the context otherwise requires:
  - (a) “Cigarette” shall have the same meaning as set forth in section 39-28-202 (4), C.R.S.
  - (b) “Possession” means that a person:
    - (I) Has or holds any amount of cigarettes or tobacco products anywhere on his or her person;
    - (II) Owns or has custody of cigarettes or tobacco products; or
    - (III) Has cigarettes or tobacco products within his or her immediate presence and control.
  - (c) “Tobacco product” shall have the same meaning as set forth in section 18-13-121 (5), C.R.S.
- (4) Nothing in this section shall be construed to prohibit any statutory or home rule municipality from enacting an ordinance that prohibits the possession of cigarettes or tobacco products by a person who is under eighteen years of age or imposes requirements more stringent than provided in this section.
- (5) A violation of paragraph (a) of subsection (2) of this section is a noncriminal offense.

“ ‘Possession’ means that a person has or holds any amount of cigarettes or tobacco products anywhere on his or her person...”



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# 1

## A Checklist for Tobacco-free Schools Section 1: Tobacco-free Schools Written Policy Content DEVELOPING COMPREHENSIVE POLICY



**TIPS FOR COMPLETING SECTION 1**

- ✓ Obtain all tobacco-related written policies and procedures from the district and the school (board policies, district & building-level policies, student/parent and staff handbooks, athletic contracts and others, if applicable).
- ✓ Read the questions regarding policy content and place an “✓” in the proper box based on the written policies and procedures.

This section will help your team review current policies to build awareness regarding content and consider updates or changes that could be made at the school-level or advocated for at the district-level.

| Meets Standards of Colorado Tobacco Laws   |     |    |       |
|--|-----|----|-------|
| These questions will assess whether the written policies are consistent with Colorado's Tobacco-Free Schools Law (C.R.S. 25-14-103.5) and the Teen Tobacco Use Prevention Act (TTUPA) (C.R.S. 25-14-301).* |     |    |       |
| The written policy:  | Yes | No | Notes |
| <b>1.</b> Prohibits use of all tobacco products on all school property, including grounds, buildings, parking areas and school vehicles, and at any school-sponsored event (on or off-campus).             |     |    |       |
| <b>2.</b> Defines tobacco to mean all forms of tobacco and tobacco use.  |     |    |       |
| <b>3.</b> States that tobacco possession by a person under age 18 or by students is against the law.   |     |    |       |
| <b>4.</b> Applies to all students, staff and visitors and applies to all federally funded pre-K – 12 schools, including nursery schools, childcare centers and Head Start programs.                        |     |    |       |
| <b>5.</b> Requires the posting of signs informing students, staff and visitors of the law and consequences of violations.  |     |    |       |
| <b>6.</b> Identifies specific enforcement procedures and consequences for violating school policies.   |     |    |       |

\* Although there is no penalty for policies not meeting the standards of Colorado tobacco laws, the laws support best practices in tobacco prevention and cessation and are in the best interest of the students, staff and the community of the school district.

# 1

## A Checklist for Tobacco-free Schools Section 1: Tobacco-free Schools Written Policy Content DEVELOPING COMPREHENSIVE POLICY

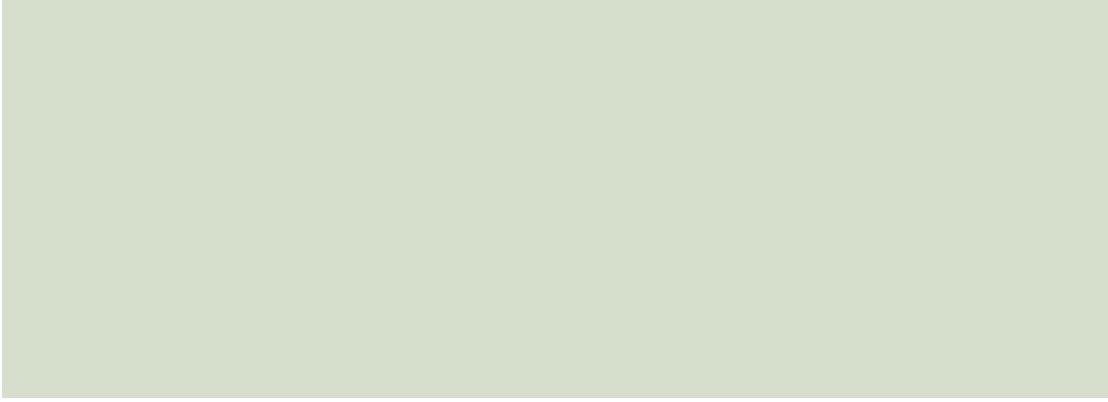
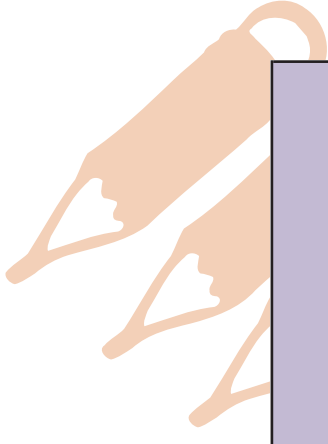
### TIPS FOR COMPLETING SECTION 1, CONTINUED

- ✓ Get input from a diverse group of partners from the school, district, and community regarding these questions.
- ✓ Utilize the “Notes” section to document discussion that arises.

| <b>Additional Best Practices for Written Policy Content</b><br>Answer the following questions regarding policy content.  |            |           |              |
|--|------------|-----------|--------------|
| <b>The written policy:</b>   | <b>Yes</b> | <b>No</b> | <b>Notes</b> |
| <b>7.</b> Includes a rationale for being tobacco-free.   |            |           |              |
| <b>8.</b> Establishes a protocol for communicating both the policy and the rationale to all students, staff and visitors.  |            |           |              |
| <b>9.</b> Includes language restricting items from school property that might contribute to tobacco use and acceptability (such as lighters, clothing with logos). |            |           |              |
| <b>10.</b> Includes a requirement for tobacco prevention education for all students.   |            |           |              |
| <b>11.</b> Includes provisions against accepting tobacco industry funds.   |            |           |              |

# 1

## A Checklist for Tobacco-free Schools Section 1: Tobacco-free Schools Written Policy Content DEVELOPING COMPREHENSIVE POLICY



| <b>Additional Best Practices for Written Policy Content</b><br>Answer the following questions regarding policy content.   |            |           |              |
|---|------------|-----------|--------------|
| <b>The written policy:</b>  | <b>Yes</b> | <b>No</b> | <b>Notes</b> |
| <b>12.</b> Includes language prohibiting tobacco advertising in school buildings and at school functions.   |            |           |              |
| <b>13.</b> Includes consequences for violating school tobacco policy that are non-punitive as well as progressively punitive elements (such as an education program versus suspension). |            |           |              |
| <b>14.</b> Includes provisions for students to have access to programs to help them quit using tobacco.   |            |           |              |
| <b>15.</b> Includes language prohibiting distribution of tobacco products.  |            |           |              |

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# 2

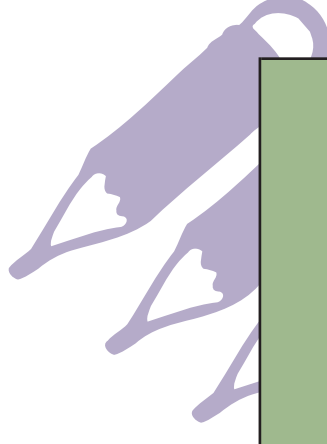
## A Checklist for Tobacco-free Schools

### Section 2: Tobacco Prevention Communication & Resources

#### TRANSLATING POLICY TO PRACTICE

#### 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 discussion that arises.
- ✓ Plan to conduct annual or bi-annual review to evaluate implementation of written policies.



| Best Practices for Communicating Tobacco Policies and Procedures:<br>Answer the following questions regarding policy communication.   |     |    |       |
|---|-----|----|-------|
| The school:   | Yes | No | Notes |
| <b>1.</b> Posts tobacco-free signage at all main entrances or sections of the building, event locations (sports fields, auditoriums etc.) and on district buses/vehicles.<br><i>(For more ideas on signage, complete the Supplemental Activity: Tobacco Signage Review included at the end of the checklist.)</i> |     |    |       |
| <b>2.</b> Uses a procedure for communicating school tobacco violations with parents or guardians.   |     |    |       |
| <b>3.</b> Includes statements in the student/parent handbook regarding no-tobacco use, and requires parent/guardian signature.  |     |    |       |
| <b>4.</b> Includes no-tobacco use requirements in athletic contracts and requires parent/guardian signature.  |     |    |       |
| <b>5.</b> Includes no-tobacco use agreements in contracts with outside vendors or groups using school facilities (e.g., landscaping companies, construction companies, youth groups, recreation departments and others), if applicable.   |     |    |       |
| <b>6.</b> Explains the Tobacco-free Schools Law and policy, the rationale for being tobacco-free, consequences for violations and available resources in newsletter articles or other communications to parents/guardians.  |     |    |       |
| <b>7.</b> Makes announcements at school events (e.g., sporting events, school plays, talent shows etc.) to remind students, staff, and visitors of the policy.  |     |    |       |

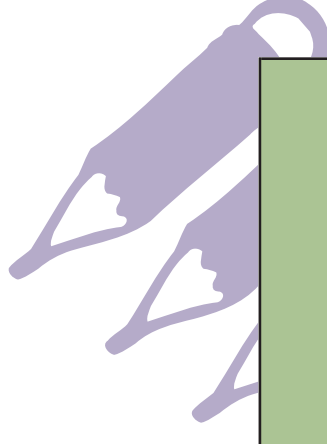


# 2

## A Checklist for Tobacco-free Schools

### Section 2: Tobacco Prevention Communication & Resources

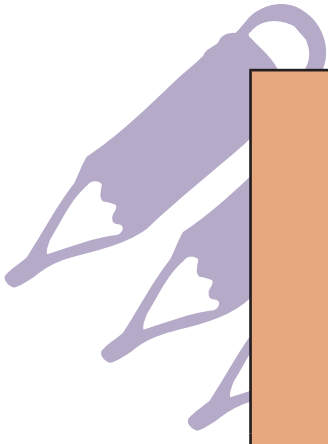
#### TRANSLATING POLICY TO PRACTICE



| <b>Best Practice Resources and Programs for Tobacco Prevention and Cessation:</b><br>Answer the following questions about tobacco programs and resources.   |            |           |              |
|---|------------|-----------|--------------|
| <b>The school:</b>  | <b>Yes</b> | <b>No</b> | <b>Notes</b> |
| <b>8.</b> Implements comprehensive health education curriculum, including tobacco prevention concepts and student skill development. <i>If yes, in the "Notes" indicate what education is being done and at what level (e.g., Towards No Tobacco-7th grade, Life Skills Training Curriculum grades 9-12).</i> |            |           |              |
| <b>9.</b> Has resources visibly available to encourage tobacco cessation for students, staff, visitors, and parents/guardians (e.g., posters, tip cards, brochures for telephone-based counseling, web-based programs, local resources or state resources).   |            |           |              |
| <b>10.</b> Provides assistance to students who want to quit using tobacco products (e.g., referral to the N-O-T program, mylastdip, CO QuitLine, or other local resources). <i>If yes, in the "Notes" indicate what cessation assistance is offered.</i>  |            |           |              |
| <b>11.</b> 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, works with student advocacy groups or state-wide media campaigns).  |            |           |              |
| <b>12.</b> Provides information to students, staff, visitors and parents/guardians regarding tobacco prevention efforts, the health risks of tobacco use, policies, and resources for cessation.  |            |           |              |
| <b>13.</b> Provides information to students, staff, visitors and parents/guardians regarding the dangers of secondhand smoke.   |            |           |              |

# 3

## A Checklist for Tobacco-free Schools Section 3: Tobacco Use Behavior and Enforcement TRANSLATING POLICY TO PRACTICE



### TIPS FOR COMPLETING SECTION 3

- ✓ Get input from a diverse group of partners from the school, district, and community regarding these questions.
- ✓ Utilize the notes section to document where (e.g., behind the gym, bus stop, parking lot) and when (e.g., during school, at lunch, after school, at school events) tobacco use is seen or evidence of tobacco use is observed.
- ✓ Plan to conduct annual or bi-annual review of this section to evaluate tobacco use and develop plans to address problem areas.

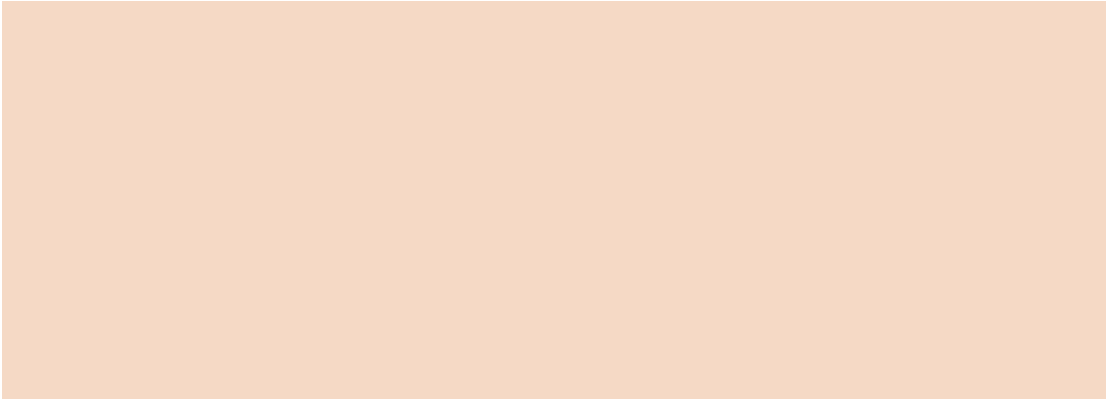
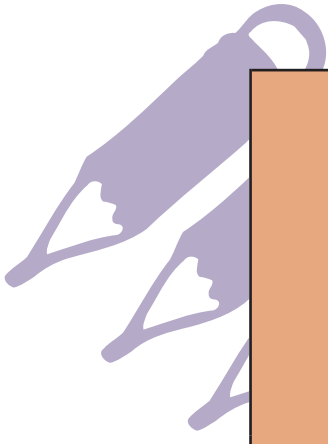
### Assessing Tobacco Use Behavior

Answer the following questions about tobacco use around the school.

| School property:  | Yes | No | Where | When |
|---|-----|----|-------|------|
| 1. Students are seen using tobacco on school property. This includes cigarettes, chew, or other forms of tobacco.               |     |    |       |      |
| 2. Staff are seen using tobacco on school property or in school vehicles.   |     |    |       |      |
| 3. Students and/or staff are seen using tobacco in district vehicles or in private vehicles on school and/or district property. |     |    |       |      |
| 4. Visitors are seen using tobacco on school property.  |     |    |       |      |

# 3

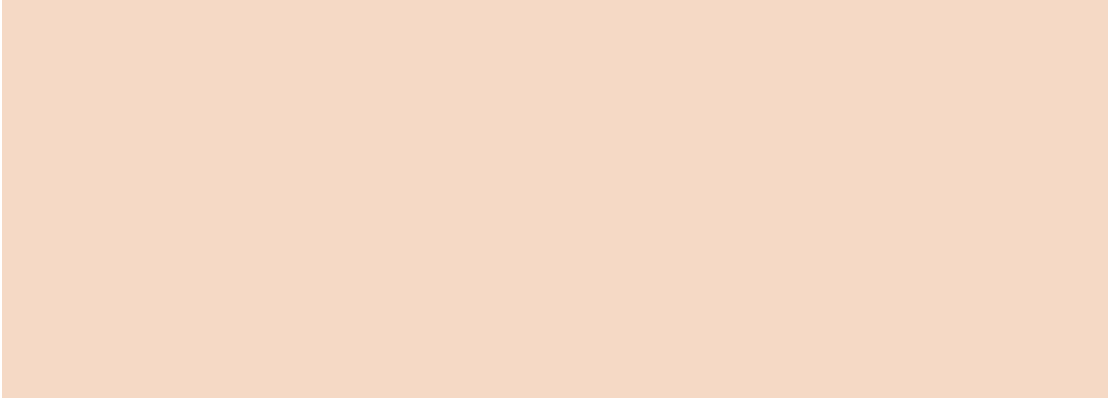
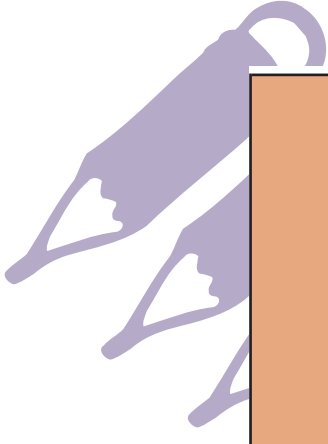
## A Checklist for Tobacco-free Schools Section 3: Tobacco Use Behavior and Enforcement TRANSLATING POLICY TO PRACTICE



| <b>Assessing Tobacco Use Behavior</b><br>Answer the following questions about tobacco use around the school.  |            |           |              |             |
|---|------------|-----------|--------------|-------------|
| <b>School property:</b>   | <b>Yes</b> | <b>No</b> | <b>Where</b> | <b>When</b> |
| <b>5.</b> Students, staff and/or visitors are seen using tobacco at school-sponsored events (on or off campus).                                       |            |           |              |             |
| <b>6.</b> Students are seen during school hours near school property using tobacco.   |            |           |              |             |
| <b>7.</b> There is evidence of tobacco use on school property (e.g., cigarette butts, cigarette packaging, chew tobacco tins, tobacco spit in sinks). |            |           |              |             |

# 3

## A Checklist for Tobacco-free Schools Section 3: Tobacco Use Behavior and Enforcement TRANSLATING POLICY TO PRACTICE



| Assessing Policy Enforcement  |       |          |        |       |
|---|-------|----------|--------|-------|
| Answer the following questions about policy enforcement.  |       |          |        |       |
| School property:  | Never | At Times | Always | Notes |
| <b>8.</b> The school enforces tobacco policy with students and utilizes clear procedures for handling violations.   |       |          |        |       |
| <b>9.</b> The school utilizes a progressive discipline plan to enforce tobacco policy with students (e.g., the consequences are less punitive for first offenses and become more punitive. Less punitive options may include tobacco education versus suspension). <i>State the discipline plan in the notes.</i> |       |          |        |       |
| <b>10.</b> The school enforces the tobacco policy with staff and utilizes clear and consistent procedures for handling violations.  |       |          |        |       |
| <b>11.</b> The school enforces the tobacco policy with visitors and utilizes clear procedures for handling violations (e.g., providing information about the TFS law and providing cessation information).  |       |          |        |       |
| <b>12.</b> Staff are identified to monitor and enforce the policy.  |       |          |        |       |
| <b>13.</b> The school uses a protocol for training staff regarding tobacco policy and enforcement strategies.   |       |          |        |       |

# Supplemental Activity

## Signage Review

### TIPS FOR COMPLETING THE SUPPLEMENTAL ACTIVITY

- ✓ Complete this section with a student group or other interested parties in order to determine current signage location and any gaps.
- ✓ Use the “Notes” sections to list other places signage was found, places where additional signs may be needed or note where use is occurring.

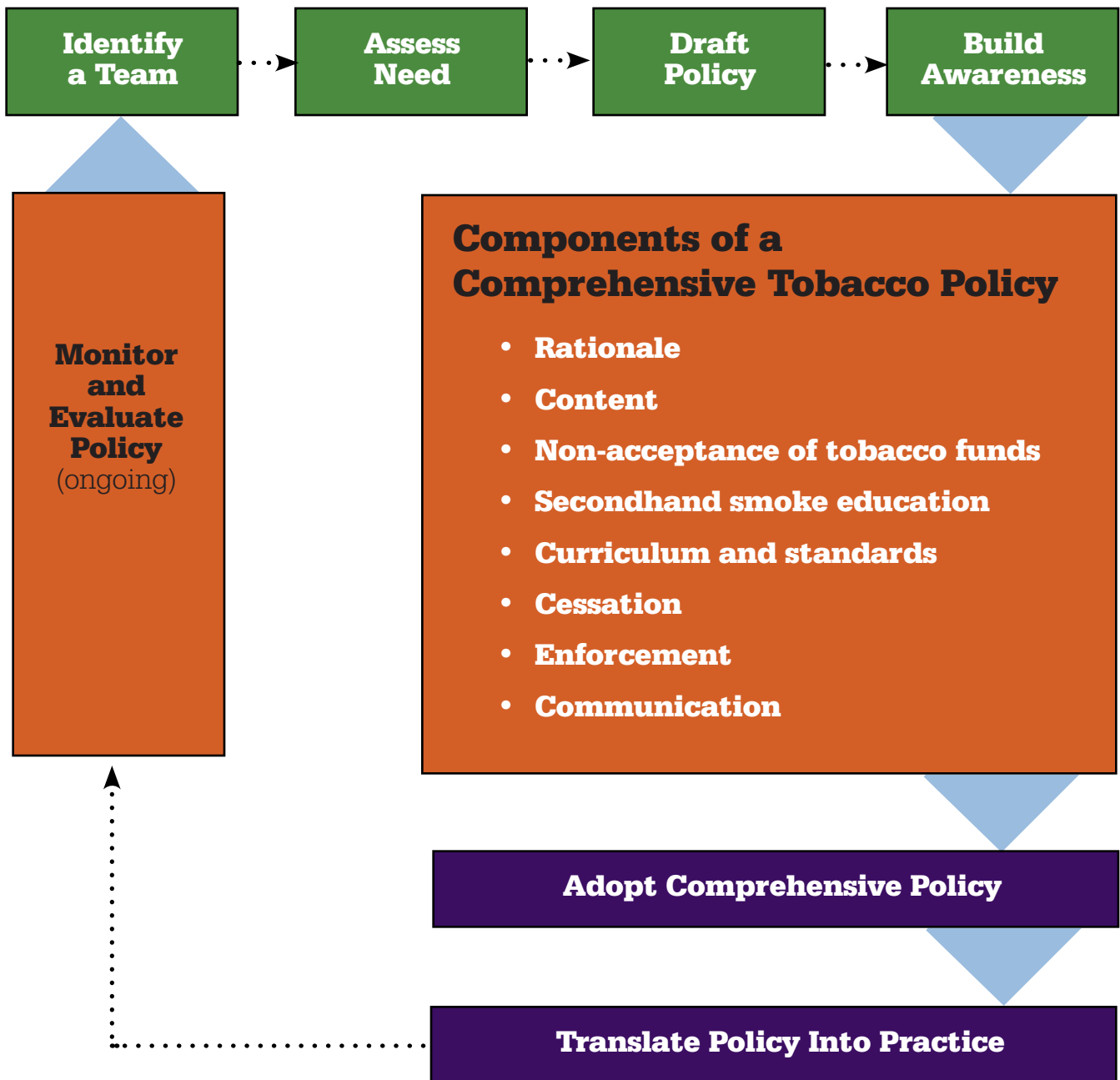
NOTE: This tool is meant to help to determine where signage is located and where it may be considered. It is not meant to imply that signs need to be in all of these locations.

| Signage Review Activity                                  |     |    |       |
|--|-----|----|-------|
| 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  |     |    |       |
| At all major entry ways                                  |     |    |       |
| 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                              |     |    |       |
| Other:   |     |    |       |



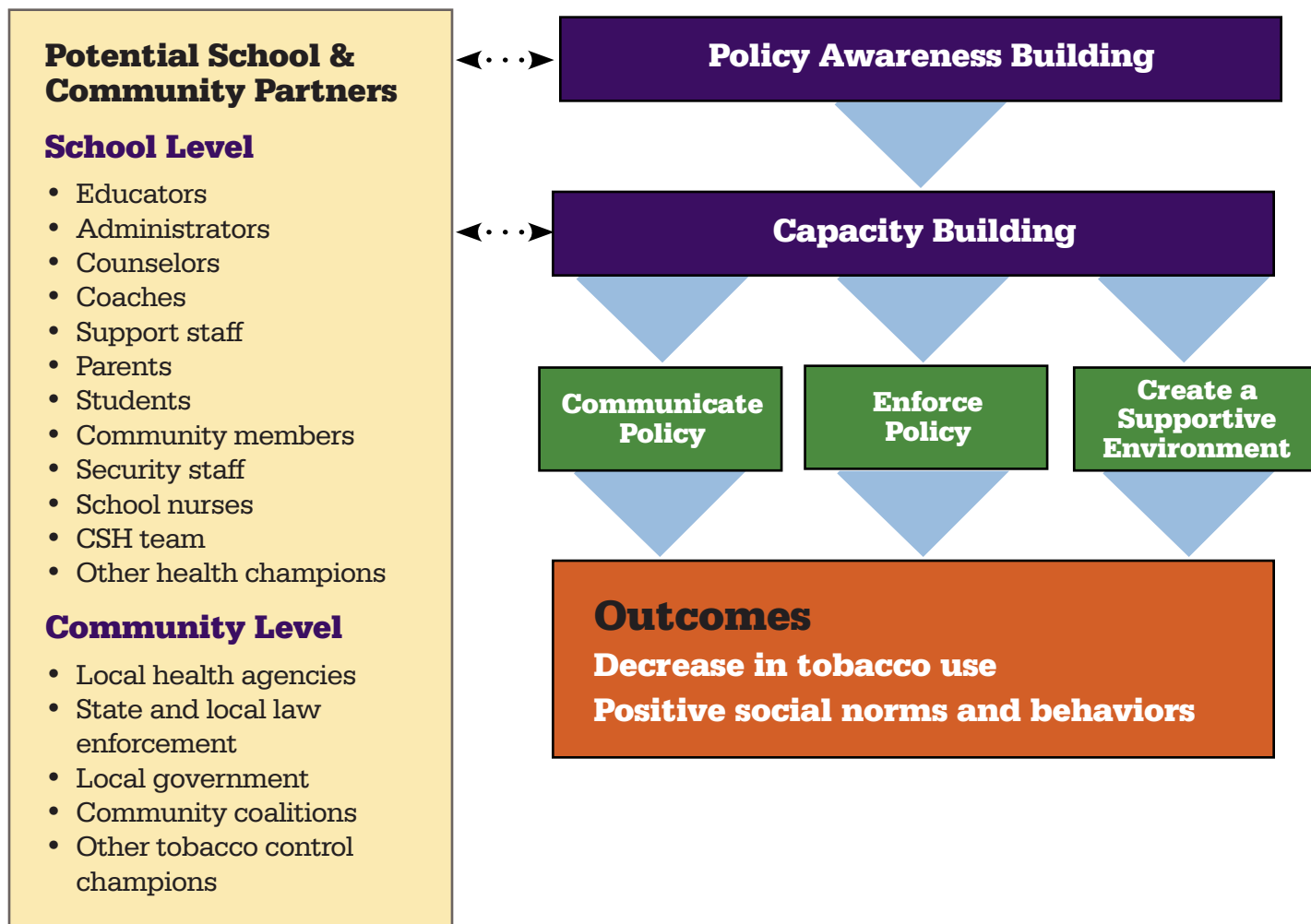
# Policy Development and Implementation Schematic: How It Should Look

Developing District-level Comprehensive Tobacco Policy



# Policy Development and Implementation Schematic: How It Should Look

Translating Comprehensive District Tobacco Policy Into School-level Practice



## Communication Tips: Get the Word Out About Your Tobacco-free Schools Policy

### IT'S ABOUT HEALTH!

Tobacco use is the single most preventable cause of death and disease in our nation.<sup>1</sup>

Smoking kills more Americans than alcohol, drug use, car crashes, firearms, toxic and microbial agents, and sexual behaviors combined!<sup>2</sup>

Smokeless tobacco contains 28 cancer causing agents (carcinogens) and increases the risk of developing oral cancer.<sup>3</sup>

Adolescents who smoke are more likely to engage in risky sexual and alcohol-related behaviors and struggle academically.<sup>4,5</sup>

Citations: Page 21.

A carefully considered tobacco-free schools policy is the foundation of a comprehensive approach to tobacco prevention in schools. Policy is the mechanism that allows consistent no-use standards and enforcement procedures to be passed from one Superintendent to the next at the district level and from one principal to the next at the school level. People and programs may come and go but a policy lasts and can provide guidance to new leaders.

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

### Policy Rationale: Why Should Schools Be Tobacco-free?

#### *It's about promoting good health*

The main purpose of a tobacco-free schools policy is to promote good health among students, staff, parents and the community. A tobacco-free schools policy supports safe schools, promotes clean indoor air, and creates an environment where students are encouraged to make healthy choices that will prevent future nicotine addiction and tobacco-related illnesses. Policy helps change social norms as consistent no-use messages are communicated, modeled and enforced in the school setting.

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

#### *It's the Law*

Colorado passed a law in 1994 mandating that all schools be tobacco-free. A second law was passed in 2008 prohibiting youth possession of tobacco anywhere, including school grounds. The two laws together send a powerful message in the state of Colorado about youth and tobacco.

“ A tobacco-free schools policy supports safe schools, promotes clean indoor air, and creates an environment where students are encouraged to make healthy choices. ”



## Communication Tips: Get the Word Out About Your Tobacco-free Schools Policy

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

- Post prominently placed tobacco-free school signs on school grounds.
  - School building entrances
  - Parking lots
  - Athletic fields and indoor facilities
  - Buses
  - School vehicles
  - Entrance to school grounds
  - Gathering places like restrooms, loading areas and stairwells
- 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 flyers 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 and other tobacco-derived products.
- Provide easily accessible information on the Colorado QuitLine (1-800-QUIT-NOW) to help those who are ready to quit.

### TARGET GROUPS

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.



**Free signage**  
is available from  
[www.cohealthresources.org](http://www.cohealthresources.org)

## Communication Tips: Get the Word Out About Your Tobacco-free Schools Policy

### COMMUNICATE EFFECTIVELY

Communicating policy effectively to students, parents, staff and the community will make enforcement easier. It can help prevent negative confrontations with parents, workers and visitors as clear, positive and consistent messages are sent on an on-going basis.

The information provided here gives a variety of options and ideas for communicating about policy and health. There are a wealth of other opportunities to get the message out in effective ways—all it takes is creativity and a commitment to communication.

### Communicating to Parents/Guardians

- Send a letter to each parent or guardian that:
  - 1) explains the policy;
  - 2) provides the health, academic and social reasons for the policy;
  - 3) outlines the consequences for violators; and
  - 4) asks for support in enforcement.
- 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.
- Include an article outlining the policy and implications of the policy in PTO/PTA newsletters and school or community newspapers.
- Send a letter home or call parents if a student violates the policy.

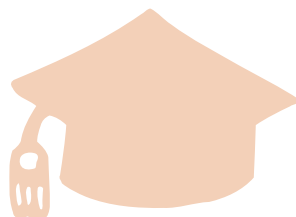




## Communication Tips: Get the Word Out About Your Tobacco-free Schools Policy

### 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.
- Make announcements over morning broadcasts. Use “Channel One” to create recorded messages and “Did You Know?” announcements.
- Spread policy information through student organizations, activities and newspapers.
- Have students design posters, banners and signs to communicate the policy and promote a tobacco-free environment.
- Provide information about how students can access cessation programs and on-line resources such as:
  - [mylastdip.com](http://mylastdip.com)
- Involve or create student groups to advocate for a tobacco-free environment.
- Spread information on tobacco prevention and cessation resources at school health fairs or booths related to tobacco-themed events such as the Great American Smoke Out or National Kick Butts Day.



### ACKNOWLEDGEMENT

“Communication Tips” information was adapted from School Tobacco Policies, Oregon Department of Health and Human Services, 2002 and the Tobacco-free Schools Toolkit by the North Carolina Tobacco Prevention and Control Branch at [www.nctobaccofreeschools.org](http://www.nctobaccofreeschools.org)

## Communication Tips: Get the Word Out About Your Tobacco-free Schools Policy

### CITATIONS

<sup>1</sup>U.S. Department of Health and Human Services. Preventing Tobacco Use Fact Sheet. Atlanta, GA: U.S. Department of Health and Human Services, CDC, National Center for Chronic Disease Prevention and Health Promotion; Revised 2008.

<sup>2</sup>Centers for Disease Control and Prevention. Annual Smoking–Attributable Mortality, Years of Potential Life Lost, and Productivity Losses—United States, 1997–2001. Morbidity and Mortality Weekly Report [serial online]. 2005; 54(25) 625-628 [accessed 2006 Sep 23].

<sup>3</sup>National Cancer Institute. Smokeless Tobacco or Health: An International Perspective. Bethesda, MD: U.S. Department of Health and Human Services, National Institutes of Health, National Cancer Institute; 1992 [accessed 2006 Dec].

<sup>4</sup>Durant, RH, et al. “The Relationship Between Early Age of Onset of Initial Substance Use and Engaging in Multiple Health Risk Behaviors Among Young Adolescents,” Archives of Pediatric Adolescent Medicine, 1999 March; 153(3): 286-91 (U.S. Department of Health and Human Services CDC, 2008)

<sup>5</sup>Camenga, Deepa et al., “The Changing Risk Profile of the American Adolescent Smoker: Implications for Prevention Programs and Tobacco Intervention,” Journal of Adolescent Health, Vol., 39, No. 1 July 2006.

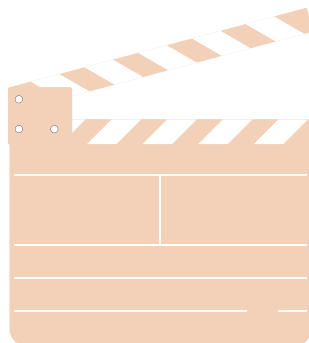
### Communicating to Employees

- 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.
- Post information, along with a copy of the policy, in staff lounges or offices.
- Include information in staff newsletters.
- 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.
- Remind employees, faculty, and staff that they are all role models and are part of creating a healthy, tobacco-free learning environment.

## Communication Tips: Get the Word Out About Your Tobacco-free Schools Policy

### 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 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 while on school grounds. Thank you for your cooperation.
- Did you know in Colorado 4300 adult smokers die each year from smoking and another 740 non-smoking adults die from exposure to secondhand smoke? For the health and safety of our students and community please refrain from tobacco use while on school grounds. (Source: Campaign for Tobacco-free Kids)
- 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 smoking or chewing tobacco contact the Colorado QuitLine at 1-800-QUIT-NOW.



### CUSTOMIZE

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!

# Strategies for Enforcement: Practical Tips for Enforcing Your Tobacco-free Schools Policy

## CITATIONS

<sup>1</sup> Adams, Monica L et al. "The relationship between school tobacco policies and school tobacco use," *Journal of School Health*, Vol 79, No. 1, January 2009 pp. 17-23.

<sup>2</sup> Klein, Jonathan, "Adolescents and smoking: The first puff may be the worst" *Canadian Medical Association Journal*, Vol . 175 (3) August 1, 2006 p.262-2623.

<sup>3</sup> Sabistan, CM et al. "School smoking policy characteristics and individual perceptions of the school context: Are they linked to students' smoking status?" *Journal of Youth Adolescence* (2009) Nov (10); 38:1374-2387.

A written policy is only effective if it is communicated and enforced. The following document provides a range of options for schools and districts to consider as they decide the best way to enforce tobacco policy in the context of their own schools and communities.

## Communication

The first step in successful tobacco policy enforcement is communication. Communication through a variety of channels sends clear, consistent messages that tobacco use is not acceptable in the school environment. Communication should be continual and highly visible. The more positive messages, signs, reminders, announcements and newsletter articles, the fewer problems there will be with enforcement. Once the no-use expectation is strongly set forth there should only be a small number of people who may violate the policy (For more information on communication strategies see "Communication Tips: Get the Word out About Your Tobacco-Free Schools Policy").

Ultimately, each school or district must decide its discipline policies (i.e., consequences) for students, staff and parents. Colorado laws are clear that there should be no tobacco use or student tobacco possession on school grounds but enforcement procedures are not defined.

## 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

One recent study found that "enforcement of school tobacco policies, but not the comprehensiveness of those policies, was associated with fewer observations of tobacco use by minors on school grounds as well as lower rates of current smoking among students."<sup>1</sup>

Simply Stated: Enforcement of school tobacco policies—even if they're not perfect, makes a difference!

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. Progressive discipline is important because tobacco use is more than a discipline issue; it is an addiction issue. Research shows adolescents can quickly become dependent on nicotine.<sup>2</sup> Additionally, studies indicate that policies that prohibit tobacco use and assist smokers in overcoming addiction are associated with lower smoking rates.<sup>3</sup>

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.

*Continued*

# Strategies for Enforcement: Practical Tips for Enforcing Your Tobacco-free Schools Policy

## Enforcement with Students, continued

The following strategies can be combined to create a progressive discipline policy\*:

- ✓ Verbal warning
- ✓ Confiscation of tobacco
- ✓ Parent/guardian notification
- ✓ Referral to guidance counselor or school nurse
- ✓ Conference with school administrator
- ✓ Mandatory alternative to suspension tobacco education program (e.g., “Second Chance” by RMC Health or “Alternative to Suspension” by American Lung Association)
- ✓ Academic assignments focusing on tobacco use
- ✓ Referral to student court (if available)
- ✓ Restorative justice practices
- ✓ School/community service
- ✓ In-school suspension
- ✓ Out of school suspension

See page 31 for an example of a progressive discipline policy using these strategies.

## Cessation

Because nicotine dependence can start early in an adolescent’s tobacco use experience, cessation resources should be offered to the student beginning at the first offense. No one can be forced to quit so the choice must be the student’s. Research has shown that most teen smokers do want

to quit but have been unsuccessful in their previous attempts.<sup>4</sup> The American Lung Association’s Not on Tobacco (N-O-T) teen smoking cessation program is an effective and low-cost program to offer in high schools. For more information, contact the American Lung Association of Colorado at 303-388-4327 or check out their website at [www.notcolorado.org](http://www.notcolorado.org).

Other options for cessation are free quit resources that can be accessed on-line such as: My Last Dip ([mylastdip.com](http://mylastdip.com)), and for youth over 15 years of age, the Colorado QuitLine (1-800-QUIT-NOW).

School staff are often tempted to use participation in a cessation program as one of the consequences in a discipline plan. The idea of helping students quit smoking is a good one but cessation programs should not be used as alternative to suspension programs. Tobacco alternative to suspension programs are available and they focus on education and helping students move towards the decision to quit. These programs can be used as a consequence whereas participating in a cessation program should be voluntary.

## Alternative to Suspension Programs

“Second Chance” is a new on-line tobacco education program designed for schools and communities to use as an alternative to suspension program. The program takes about two hours to complete and administrators are able to track student progress. Topics covered in Second Chance

## CITATIONS

<sup>4</sup> Centers for Disease Control and Prevention, “High school students who tried to quit smoking cigarettes—United States, 2007,” *Morbidity and Mortality Weekly Report*, 58 (16); 428-431, May 1, 2009.

\*Cessation information should be made available at all levels of the discipline progression.

## Strategies for Enforcement: Practical Tips for Enforcing Your Tobacco-free Schools Policy

### CITATIONS

<sup>5</sup> Camenga, Deepa et al., “The changing risk profile of the American adolescent smoker: Implications for prevention programs and tobacco intervention,” *Journal of Adolescent Health*, Vol., 39, No. 1 July 2006.

<sup>6</sup> Durant, RH, et al. “The relationship between early age of onset of initial substance use and engaging in multiple health risk behaviors among young adolescents,” *Archives of Pediatric Adolescent Medicine*, 1999 March: 153(3): 286-91 (U.S. Department of Health and Human Services CDC, 2008).

include: health risks of tobacco, refusal skills, tobacco industry tactics and others. Go to [secondchancetobacco.org](http://secondchancetobacco.org) or [rnc.org](http://rnc.org) to learn more.

The American Lung Association’s “Alternative



to Suspension” program is a four-session tobacco education program based on the social cognitive theory. The focus is tobacco use education and helping students move towards their own decision to quit.

If possible, it is helpful to implement both the Alternative to Suspension program and the N-O-T program at the same school/location, so that once students make the decision to quit using tobacco there is a ready and supportive resource.

### Support/Education/ Community Service

Tobacco use is often an indicator of other issues in a student’s life. One study found that adolescents who use tobacco are more likely to engage in other behaviors such as risky sexual behaviors, risky alcohol-related behaviors and to not wear seatbelts or bicycle helmets.<sup>5</sup> Students who use tobacco are also more likely to struggle academically.<sup>6</sup>

A meeting with the school counselor can result in referrals to help students deal with

stress, and academic or addiction issues that might otherwise have been overlooked. If tobacco use is part of how a student copes with stress, the school counselor can help the student figure out alternative coping strategies. Be sure to prepare the school counselor or nurse for such referrals.

Alternative to suspension programs and community service are recommended steps to take before suspension. It is important that the tobacco user doesn’t feel isolated and benefits from positive messages and support to change behavior. Tobacco-related community service opportunities can be set up such as cleaning up cigarette butts, getting involved in activities that support national tobacco prevention events like Red Ribbon Week or Kick Butts Day, or volunteering to lead tobacco education sessions for younger students. Service can be done at school or with local community organizations. Use student groups and local health agencies to help think of possibilities. The more options offered, the more likely the student will find an activity he/she finds meaningful.



# Strategies for Enforcement: Practical Tips for Enforcing Your Tobacco-free Schools Policy

## Possession

In July 2008, the Colorado Legislature passed the Teen Tobacco Use Prevention Act (TTUPA) (C.R. 25-14-301). The law bans possession of tobacco products by any person under 18 years of age. Enforcement of TTUPA is not defined in the statute but is left to local municipalities.

Enforcement of the youth possession law on school grounds is determined at the district or school level and is not required. A checklist of possession points to consider:

- ❑ School tobacco policy should indicate that it is against the law for youth under the age of 18 to possess tobacco.
- ❑ If schools or districts determine they will enforce a tobacco possession policy, it is recommended that they implement a progressive disciplinary strategy, utilizing education options for first or second time offenders.
- ❑ The policy may indicate that schools will only enforce policies regarding “visible” possession of tobacco to prevent students from being searched.
- ❑ If lockers are being searched for other purposes and tobacco is found, the consequences should be outlined in the policy.
- ❑ The school/district should be aware of any possession ordinances in place in the community and work with local law enforcement or School Resource Officers (SROs) to coordinate messaging and enforcement practices.

## Non-traditional School Settings

Non-traditional school settings present unique challenges to tobacco policy enforcement where use tends to be much higher than in other school settings.<sup>7</sup>

As in all schools, a priority of alternative schools is to keep students in school and help them succeed. The following are suggestions to help design a tobacco policy that will work in a non-traditional school setting:

- ✓ Set and communicate clear, consistent expectations about no-use on school property.
- ✓ Provide a break area that is an inviting place to be with non-tobacco related alternatives (e.g., games, music, computers, mints).
- ✓ Involve students in the development and enforcement of the TFS 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).
- ✓ Implement a progressive discipline policy with heavy emphasis on education, help with addiction, alternative coping mechanisms, and support for quitting.
- ✓ Offer many avenues for quitting (e.g., multiple cessation classes, links to community or hospital cessation groups, on-line resources).

## CITATION

<sup>7</sup> Grunbaum, JA et al. “Prevalence of health-related behaviors among alternative high school students as compared with students attending regular high schools,” *Journal of Adolescent Health*. 2001 Nov; 29 (5):337-43.



## “DOOR TO DOOR” PRINCIPLE

The legal principle states that the school is responsible for the student from the time the student leaves home in the morning until s/he arrives home in the afternoon. This principle is used by administrators to account for policies that control behaviors beyond the school property as in “in loco parentis.” This type of principle has been applied to safety problems between home and school such as bullying or a vicious dog.

“Tips for Tobacco Policy Enforcement,” Wisconsin Department of Public Instruction, 2001.

# Strategies for Enforcement: Practical Tips for Enforcing Your Tobacco-free Schools Policy

## Students Leave School Grounds to Use Tobacco

Once tobacco use has been eliminated or enforcement is more consistent on school grounds, it is common for students to leave school property to use tobacco. This is a very challenging issue for schools. Often the use occurs where it is visible from the school or in close proximity to school grounds. The school does not have any legal responsibility to address use off school grounds but tobacco use off school grounds affects student attendance, health, and the no-use message being sent by the school.

The following are some suggestions to consider to minimize the problem:

- ✓ Involve the community in decision-making/enforcement of policy. Work with local partners to coordinate community policy with school needs. Use community groups and neighborhoods for support.
- ✓ Close the campus so students don't leave school grounds.
- ✓ Get involved with the local tobacco coalition on youth access issues.
- ✓ Work with local law enforcement including the school resource officer (SRO) on options for actions off school grounds that are effective and not just punitive.
- ✓ Coordinate consistent messaging between school and the community.
- ✓ Clearly determine who will monitor school grounds and who will deal

with violations. Sometimes use is overlooked due to a lack of defined procedures for monitoring and enforcement.

- ✓ Expand the reach of the policy by including words like “proximity to the school” (e.g., within view of the school) or “door-to-door” when writing the policy.

## 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 typically 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 a major issue in some schools. No-tobacco use policies should be adopted and communicated to students and coaches participating in school athletics. Many of the same general principals about policy apply to athletics.

*Continued*

# Strategies for Enforcement:

## Practical Tips for Enforcing Your Tobacco-free Schools Policy

### Athletics, cont.

Consider the following suggestions:

- ✓ Spell out district/school tobacco policy in athletic contracts. Also include what happens to athletes caught using tobacco both on and off school grounds as well as in-season and off-season. Parents and athletes should both sign the contract.
- ✓ Athletic contracts are often very strict in their no-tobacco policies. Consider adding a clause that allows an athlete to get help quitting without being penalized. If this is added, discussion must take place on how to handle situations fairly and what will happen if there is a repeat offense.
- ✓ A progressive discipline policy should be implemented for athletes and resources provided if an athlete is ready to quit.
- ✓ Coaches are role models to student athletes and should not use tobacco in the presence of students. Make sure coaches understand this responsibility before they are allowed to coach students.

### 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 (if available)
- ✓ Disciplinary action (e.g., written warning, formal reprimand or letter in staff file). Consequences of violating the TFS policy should be written in the staff handbook so they know in advance what to expect.

In addition to policy/contract reasons, it is important for consistency of the no-tobacco use message that staff members not use tobacco on school grounds or at any school function. If the school or district has a worksite wellness program, tobacco education and cessation would be a helpful component to include.

Tobacco use is addictive. It is important to encourage staff to talk to their health care professional about quitting and to provide them with access to cessation resources. The Colorado QuitLine is a free resource (1- 800-QUIT NOW/www.coquitline.org) to help people over the age of 15 interested in quitting. Employees should check their health care benefits to see if cessation is one of their benefits. Districts should look into adding cessation benefits if they are not already provided.

### FOCUS ON THE BEHAVIOR NOT THE USER

Focus on tobacco use as an unhealthy behavior versus the user. For example, a teacher or coach who uses tobacco may still be great role model for youth but his/her 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



# Strategies for Enforcement:

## Sample Statements

### Don't Know What to Say When Enforcing Tobacco Policy?

Try some of these statements...

“ I need to ask you to put away your chewing tobacco/cigarette. We have a tobacco-free policy, which includes staff and visitors. Thank you for your understanding.”

“ We need to ask visitors to comply with our school's tobacco-free schools policy. Our goal is to role model healthy behaviors to our students and to protect students, staff and visitors from secondhand smoke. Thank you for your help.”

“ Our tobacco-free school policy is working well for us. Allowing adults to use tobacco on campus makes it more difficult for us to enforce a no-tobacco use policy for students. Thank you for your cooperation.”

“ Our students, staff and the PTA agree that the best way to create a healthy, positive environment for our students is to ask everyone to comply with our tobacco-free policy. We appreciate your help.”

“ You may not have noticed our signs indicating that the school is tobacco-free. If you wish to smoke/chew, you are welcome to leave the grounds and come back when you are finished. Thank you.”

“ Our tobacco-free schools policy extends to school events off school property. To keep our message consistent, please do not use tobacco of any kind during this event. Thanks for your cooperation.”

### OTHER STATEMENTS

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## Strategies for Enforcement: Progressive Discipline Example for Students

### \*QUITLINE

Provide QuitLine (1-800-QUIT-Now or [www.coquitline.org](http://www.coquitline.org)) information (for those 15 and over) or other information on cessation.

This is one example of a progressive discipline policy. Schools/districts must decide how quickly to ratchet up the consequences for students caught using tobacco at school.

### First Offense

- ✓ Confiscate tobacco
- ✓ Notify parent/guardian of infraction
- ✓ Hold conference with school administrator
- ✓ Refer to school counselor or nurse
- ✓ Recommend alternative to suspension program (such as Second Chance or ALA Alternative to Suspension)

### Second Offense

- ✓ Confiscate tobacco
- ✓ Notify parent/guardian of infraction
- ✓ Hold conference with school administrator
- ✓ Community service or in-school suspension

### Third Offense

- ✓ Confiscate tobacco
- ✓ Notify parent/guardian of infraction
- ✓ Hold conference with school administrator
- ✓ In-school or out-of-school suspension

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# Developing Comprehensive Policy

## Action Plan

### TIPS FOR COMPLETING THE ACTION PLAN

- ✓ After completing Section 1 of the TFS policy checklist, review with your team the areas where “No” was checked.
- ✓ Prioritize areas for action.
- ✓ Utilize team members and others (staff, students, parents, local partners) to complete the action steps.

| Section 1: Written Policy Content |                          |                        |       |  |
|-----------------------------------|--------------------------|------------------------|-------|--|
| Action Steps                      | Responsible Team Members | Target Completion Date | Notes |  |
|                                   |                          |                        |       |  |
|                                   |                          |                        |       |  |
|                                   |                          |                        |       |  |
|                                   |                          |                        |       |  |



# Developing Comprehensive Policy

## Action Plan

### TIPS FOR COMPLETING THE ACTION PLAN

- ✓ After completing Section 2 of the TFS policy checklist, review with your team the areas where “No” was checked.
- ✓ Prioritize areas for action.
- ✓ Utilize team members and others (staff, students, parents, local partners) to complete the action steps.

### Section 2: Tobacco Prevention Communication and Resources

| Action Steps | Responsible Team Members | Target Completion Date | Notes |
|--------------|--------------------------|------------------------|-------|
|              |                          |                        |       |
|              |                          |                        |       |
|              |                          |                        |       |
|              |                          |                        |       |

# Developing Comprehensive Policy

## Action Plan

### TIPS FOR COMPLETING THE ACTION PLAN

- ✓ After completing Section 3 “Tobacco Use Behavior” of the TFS policy checklist, review with your team the areas where “Yes” was checked.
- ✓ Prioritize areas for action.
- ✓ Utilize team members and others (staff, students, parents, local partners) to complete the action steps.

### Section 3: Tobacco Use Behavior

| Action Steps | Responsible Team Members | Target Completion Date | Notes |
|--------------|--------------------------|------------------------|-------|
|              |                          |                        |       |
|              |                          |                        |       |
|              |                          |                        |       |

# Developing Comprehensive Policy

## Action Plan

### TIPS FOR COMPLETING THE ACTION PLAN

- ✓ After completing Section 3 “Assessing Policy Enforcement” of the TFS policy checklist, review with your team the areas where “Never” or “At Times” was checked.
- ✓ Prioritize areas for action.
- ✓ Utilize team members and others (staff, students, parents, local partners) to complete the action steps.

### Section 3: Tobacco Policy Enforcement

| Action Steps | Responsible Team Members | Target Completion Date | Notes |
|--------------|--------------------------|------------------------|-------|
|              |                          |                        |       |
|              |                          |                        |       |
|              |                          |                        |       |
|              |                          |                        |       |

## Resources: Background

Centers for Disease Control and Prevention. Guidelines for School Health Programs to Prevent Tobacco Use and Addiction. MMWR 1994 (25 Feb); 43 RR-2

“Fit, Healthy and Ready to Learn: A School Health Policy Guide, Chapter F: Policies to Prevent Tobacco Use,” National Association of State Boards of Education (NASBE)

“The Tobacco-Free Sports Playbook: Creating Programs for Healthier Youth, Teams and Communities”- CDC, Office on Smoking and Health, 2007  
[http://www.cdc.gov/tobacco/youth/sports/playbook/pdfs/tobacco-free\\_sports\\_playbook.pdf](http://www.cdc.gov/tobacco/youth/sports/playbook/pdfs/tobacco-free_sports_playbook.pdf)

“Tobacco-Free Athletes Coaches Manual”- Tobacco Free Maine [http://www.tobaccofreemaine.org/channels/educators/tobacco\\_free\\_athletes.php](http://www.tobaccofreemaine.org/channels/educators/tobacco_free_athletes.php)

“Role Models Don’t Dip or Chew- Do You?”- National Federation of State High School Associations

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

### **Alabama**

<http://www.adph.org/tpts/Default.asp?id=1813>

### **Kentucky**

<http://chfs.ky.gov/NR/rdonlyres/BOEC92F3-79FE-4309-99ED-B5EBCC763FCC/0/TobaccoFreeSchoolPolicy.pdf>

### **Maine**

<http://www.tobaccofreemaine.org/channels/educators/documents/SchoolPolicy.pdf>

### **Michigan**

[http://www.michigan.gov/documents/mde/Tobacco-FreeSchools\\_327972\\_7.pdf](http://www.michigan.gov/documents/mde/Tobacco-FreeSchools_327972_7.pdf)

### **North Carolina**

<http://www.nctobaccofreeschools.org/>

### **North Dakota**

<http://www.ndhealth.gov/tobacco/Schools.htm>

### **Oklahoma**

<http://www.ok.gov/strongandhealthy/documents/247tobaccofreeschoolspolicyguidefinaldraft.pdf>

### **South Carolina**

[http://www.scdhec.net/health/chcdp/tobacco/docs/Schoolbookfullcolor\\_2ndedconsecutive.pdf](http://www.scdhec.net/health/chcdp/tobacco/docs/Schoolbookfullcolor_2ndedconsecutive.pdf)