

To be effective in preventing youth tobacco use, schools need to look beyond classroom instruction and toward developing a more comprehensive approach. Outlined are five essential components for effective school tobacco use prevention, along with **EXAMPLES** for each component with staff development woven throughout. Critical to the successful implementation of the components is ongoing program evaluation to guide improvements and determine impact. These components are based on the *Guidelines for School Health Programs to Prevent Tobacco Use and Addiction*, published by the Centers for Disease Control and Prevention, and the Oregon Health Division's 2001 *School Progress Report*.

Component 1	Component 2	Component 3	Component 4	Component 5
<p>Schools will institute and enforce comprehensive tobacco prevention policies.</p>	<p>Schools will implement effective tobacco prevention classroom instruction, with special emphasis on the middle grades.</p>	<p>Schools will provide assistance to students who want to quit smoking or using tobacco products.</p>	<p>Schools will involve parents and families in support of school-based tobacco prevention programs.</p>	<p>Schools will create and maintain linkages to community-based tobacco prevention activities/events that target children/youth.</p>
<ul style="list-style-type: none"> ▪ Prohibitions against tobacco use by students, staff and visitors on school property, including school vehicles, or at any school-sponsored off-campus event. ▪ Procedures for communicating the tobacco policy to students, school staff, families, and visitors. ▪ Consequences for violating school policies that are not solely punitive. ▪ Prohibitions against tobacco advertising in school buildings and at school functions. ▪ Prohibitions against students possessing and/or exhibiting tobacco-related paraphernalia or gear (e.g., cigarette lighters, clothing with cigarette company logos). ▪ Provisions for students to have access to programs to help them quit using tobacco. ▪ A requirement that all students receive tobacco use prevention education. ▪ Training of school staff regarding tobacco prevention policies and effective enforcement strategies. ▪ Prohibitions against accepting tobacco industry funds as part of district policy. 	<ul style="list-style-type: none"> ▪ Full implementation of developmentally appropriate multiple-session curricula that include 1) instruction about the short-term and long-term negative physiological and social consequences of tobacco use; 2) social influences on tobacco use; 3) peer norms regarding tobacco use; and 4) refusal skills. (Contact RMC for an approved curriculum list). ▪ Classroom assessments tailored directly to instruction and to student standards. ▪ Integration of effective tobacco prevention strategies into core curricular areas, where possible. ▪ Training of school staff on effective tobacco use prevention curricula. ▪ Training of school staff on assessment of student health standards as they pertain to tobacco use prevention. 	<ul style="list-style-type: none"> ▪ Implementation of research-based cessation programs. ▪ Identification and referral of students to on-site school-based cessation programs. ▪ Program offered during school hours and conducted by school staff. ▪ Incentives (such as credit or release from class) to students who participate in quit programs. ▪ Training of school staff on effective tobacco cessation programs. ▪ Referrals to the Colorado <i>Quitline</i> (1-800/ 639-7848) or <i>co.quitnet.com</i> for school staff who want to quit using tobacco products. 	<ul style="list-style-type: none"> ▪ Communication with families to explain district tobacco policies, enforcement strategies and prevention goals. ▪ Request family volunteers for school and/or classroom tobacco prevention activities. ▪ Enlist family support for tobacco-free events on school property. ▪ Promote family involvement on committees to update tobacco-free school policies and select curricula. ▪ Assign homework that encourages parental involvement in student learning about tobacco prevention concepts and skills. 	<ul style="list-style-type: none"> ▪ 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. ▪ Assist in community efforts to encourage policy makers to support tobacco prevention-related policies that target children and youth. ▪ Working with the local media to gain coverage of school-based tobacco prevention events. ▪ Training of school staff and community members on fostering school/ community partnerships to prevent tobacco use among youth.