



# Tobacco-Free District Policy Implementation Checklist

This checklist explains the action steps needed to implement the Tobacco-Free District Model Policy. Together, and when put fully in place, these key activities can reduce student and staff tobacco use and vaping on school grounds.

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The checklist was last updated on: \_\_\_\_\_

Previous Updates: \_\_\_\_\_

## LEADERSHIP TEAM

The goal of this key activity is to **establish a team**. A team will be useful in helping you put the policy in place by completing the actions in the checklist. Use the following checklist to ensure a team is in place.

### MODEL POLICY LANGUAGE

**Appoint a team to implement Tobacco-Free District Policy.**

### ACTION STEPS

Name person responsible for leading team to implement the policy.

Establish a team that includes people serving in all the roles listed in the policy (see page 12). [↗](#)

Schedule team meetings during times all members can attend and send invitations.

During the first meeting, share the team's purpose and establish team roles, expectations, and agreements.

During subsequent meetings, ensure each section of the policy is discussed. Consider:

- When and how it will be put in place?
- Who is responsible?
- What resources and training are needed?
- What programs and services are needed?
- How will the team assess the policy?
- What needs to be communicated to the school community and how?

Develop action plans that are feasible to implement within the district calendar.

Ensure all team members can access meeting agendas and notes.

### RESOURCES

[↗](#) District Leadership Team Toolkit

[↗](#) 6 Step Process Leadership Team Meetings

[↗](#) Recruiting the All Star Team: Tips and Tools for Building Support

## PROCEDURES

The goal of this key activity is to **define a set of actions** to help put sections of the policy in place. Procedures provide direction on how to implement the policy. Use the following checklist to ensure your procedures are in place.

### MODEL POLICY LANGUAGE

**Address tobacco product possession and use on school grounds for each of the following:**

- Prohibitions
- Exemptions
- Allowances
- Confiscation

### ACTION STEPS

Review each section of the policy that addresses prohibitions, exemptions, allowances, and confiscation.

Write procedures for each of these sections and consider:

- Where and how to submit a request.
- Who will receive and approve the request.
- How will approval be communicated and to whom?

Create the request forms for each of these sections.

Obtain leadership approval for procedures.

Communicate the procedures to the school community.

### RESOURCES

[!\[\]\(b792654f2cef9719eabeb6c5be00811e\_img.jpg\) Tobacco-Free District Model Policy](#)

[!\[\]\(7d1d6890825e83a6a4a51febe2dcc7f3\_img.jpg\) How to Use the Tobacco-Free District Policy Builder](#)

**Provide opportunities for public involvement.**

Include the following in the communication plan:

- Information about the policy.
- How the public can get involved with the team.
- Information about the team meetings.

Ensure students are engaged in implementing and revising the policy.

Ensure families and caregivers are routinely included in discussions about how to address tobacco and vaping in the school community.

Create ways the public can ask questions, get additional information, or provide feedback and comments on the policy or its implementation.

[!\[\]\(c15650232aa6660c9deb34f3b82dcb72\_img.jpg\) Gathering Input from Families Action Planning Guide](#)

## MODEL POLICY LANGUAGE

### Referral Pathway to Cessation Program.

## ACTION STEPS

Review current referral procedures.

Create a Resource Map to identify in-school and out-of-school cessation referral resources.

Determine who will handle the referrals, including follow-up communication with those providing cessation support and students.

Review, develop or revise cessation referral procedures, including self-referrals. Consider:

- Parent/Guardian notification and opt-out.
- Written consent to approve disclosure of health information.
- How emergency referrals will be processed, including those that require mandatory reporting.

Review the effectiveness of the referral pathway.

## RESOURCES

[!\[\]\(dd161862f9164df98f62b726e9846241\_img.jpg\) Build Your Referral Pathway](#)

[!\[\]\(758ebdf4629c903da74c2e079717ae32\_img.jpg\) SBIRT in Schools Resource Toolkit](#)

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### District designee will oversee the process to ensure school resource officers will not be included in the discipline process (Outlined in the Supportive Discipline Strategy section).

Review school resource officer (SRO) contract or Memorandum of Understanding (MOU).

Revise the contract or MOU and consider:

- Limits on what the SRO can and cannot do for tobacco policy violations.
- Limits on searches of students.
- SRO training on topics such as substance misuse, adolescent development, the science of addiction, and supportive discipline conversations.

At least annually, review SRO data on interactions with students for tobacco product use (and other substances).

Have regular check-in meetings with SRO.

[!\[\]\(cbd8541a32dfc32f356f5c6c994b0a21\_img.jpg\) Guide to Supportive Discipline Conversations](#)

[!\[\]\(d3e32d099174a7c248ec1f564ee4f69c\_img.jpg\) Social Discipline Window](#)

[!\[\]\(40770d9ed6ed4f1222ebf89a1396e8b2\_img.jpg\) A Model Code on Education and Dignity, Chapter 3](#)

## ASSESSMENT

The goal of this key activity is to **better understand if the policy is working** to prevent tobacco product use. Creating a data collection and review process will help you complete this strategy. Use the following checklist to assess how things are going.

### MODEL POLICY LANGUAGE

Create a data collection and review process to analyze policy implementation and effectiveness annually.

### ACTION STEPS

Identify responsible parties for assessing policy.

#### DATA COLLECTION:

Identify what specific aspects of the policy to track.

Develop a plan to collect data:

- What type of data will be collected?
- Where and when will the data be collected?
- What sources are used to collect the data?
- How much and how long will data be collected.
- Who will collect the data and where will it be kept?

#### DATA REVIEW:

Create review timeline and schedule meetings to review data. Discuss the following questions:

- What surprises you and what affirms what you already know?
- What are areas of strength and areas to strengthen?
- What are the opportunities for improvement?
- What might some possible revisions or actions look like around the opportunities for improvement?

#### POLICY REVISION:

Revise policy and procedures as needed.

Obtain leadership approval for revisions.

Communicate revisions to the school community.

#### PROGRAM IMPROVEMENTS:

Discuss areas for improvement and create action plans to support changes.

Implement action plans.

### RESOURCES

[Tobacco-Free District Model Policy](#)

## COMMUNICATION

The goal of this key activity is to **provide information** on the policy to the school community. This will help everyone know the rules about tobacco product use on school grounds and where to go for help. Use the following checklist to keep everyone informed.

### MODEL POLICY LANGUAGE

**The district will inform the school community about the policy at least once a year and provide information on tobacco cessation services.**

### ACTION STEPS

Identify responsible parties for communication.

Review the section of the policy that addresses communicating to staff, students, parents, caregivers, and community members.

Develop a communication plan that includes the information and methods outlined in the policy (see page 13). [↗](#) When developing the plan consider:

- Focusing your message on those immediately impacted. What is it you want them to know or understand?
- How will you get your message out, and with what frequency?
- Who is responsible for crafting and sending messages out?
- What resources are needed and who will purchase materials if needed?

Implement the communication plan.

### RESOURCES

- [↗ NC Tobacco Free Schools Policy Communication Checklist](#)
- [↗ Get the Word Out About Your Tobacco-Free Schools Policy](#)
- [↗ American Heart Association's Tobacco-Free Schools Toolkit](#)

## PROFESSIONAL LEARNING AND PARTNERSHIPS

The goal of this key activity is to **ensure resources are in place** to install the policy. Providing staff with the resources they need helps them provide better education and support. Use the following checklist to support implementation.

### MODEL POLICY LANGUAGE

**Ensure qualified staff are available to provide tobacco use interventions at every school.**

### ACTION STEPS

Discuss with team what staff are needed to provide education and cessation support services. Will they be school staff or community partners?

#### SCHOOL STAFF

Hire new staff or appoint staff who will have the responsibility of providing education and support.

Provide professional learning opportunities.

Schedule check-in meetings to see how things are going. Provide follow-up support if needed.

#### COMMUNITY PARTNERS

Contract or sign MOUs with health providers, organizations, agencies, or individuals who can provide tobacco product education and cessation services.

Provide professional learning opportunities if needed.

Schedule check-in meetings with partners. Provide follow-up support if needed.

Review contracts and MOUs annually and update.

### RESOURCES

[Resources for Tobacco-Free and Vaping-Free Schools](#)

## MODEL POLICY LANGUAGE

**Provide professional learning opportunities for staff responsible for tobacco product education, cessation, and enforcement.**

## ACTION STEPS

Identify staff who have a role in implementing the policy.

Assess their professional learning needs.

- What do they need to know or do (new knowledge, skills, or procedures)?
- What resources will be needed for them to succeed?

Create a staff development plan.

- What is the purpose and content of the training?
- What adult learning methods are most appropriate?
- What benchmarks will determine whether the training was successful?
- Who can provide the training?
- When can the training occur?
- Who can help coach and/or mentor after training?

Schedule and provide training.

## RESOURCES

[!\[\]\(e1c624d4757f08486e89482c18364c17\_img.jpg\) Continuous Professional Learning Cycle](#)

**Consult with community partners for tobacco product education and cessation programs.**

Identify health providers, organizations, agencies, or individuals who can assist with:

- Tobacco product education.
- Education and training for staff.
- Cessation services.

Secure contracts or MOUs for services. Discuss resources needed for contracted services.

Meet with local partners to develop implementation and evaluation plans, establish referral and data collection processes, and discuss communications and check-in meetings.

[!\[\]\(4146d17f71dced09c6ad789cacceaa6d\_img.jpg\) Resources for Tobacco-Free and Vaping-Free Schools](#)



## STAFF SUPPORTS

The goal of this key activity is to **help staff who want to quit** using tobacco products. Educating staff about tobacco product use and providing access to cessation services helps them quit. Use the following checklist to educate and support staff.

### MODEL POLICY LANGUAGE

District will educate staff on tobacco use and encourage enrollment into cessation programs.

### ACTION STEPS

#### STAFF EDUCATION

Provide information about work-related tobacco issues, impact on health and cessation options to all district employees in the following ways:

- Guest speakers at staff meetings or training sessions.
- Occupational health and safety materials and presentations.
- Links on employer website/intranet to information and cessation services.
- Email campaigns.
- Posters and flyers in staff break areas.

#### CESSATION SERVICES

Discuss options with Human Resources and district leadership to create, maintain or enhance tobacco cessation benefits.

Educate employees on available benefits.

Refer employees to cessation services for violating district policy.

### RESOURCES

[CDC Tobacco Information and Prevention Source \(TIPS\)](#)

[The Great American Smokeout®](#)

[Coverage for Tobacco Cessation Treatment](#)

## STUDENT EDUCATION

The goal of this key activity is to **prevent tobacco use and vaping**. Tobacco product education empowers students to make healthy decisions. Use the following checklist to create a student tobacco education program.

### MODEL POLICY LANGUAGE

District will provide tobacco product education to all students in K-12.

### ACTION STEPS

#### CURRICULUM/PROGRAM SELECTION

Review the state and district-level health education standards/guidelines/framework and adopted instructional materials list.

Explore what other districts in the state are doing to educate students.

Identify curriculum or programs for review and assess against the tobacco product education requirements outlined in the policy (see page 14). [↗](#)

Select curriculum and purchase materials if needed.

#### IMPLEMENTATION

Schedule sufficient time with district and school leaders to discuss:

- The goal of student education.
- The curriculum or program(s) selected.
- When and how it will be taught.
- When and how those teaching the curriculum or program will be trained and supported.
- The curriculum, program, and student assessment.
- Students' engagement and leadership related to tobacco-free schools.

Communicate to teachers how the curriculum or program connects to the goals of the policy.

Plan and provide curriculum or program-specific training and follow-up coaching to those teaching students.

Provide instruction to all students.

### RESOURCES

[↗ Resources for Tobacco-Free and Vaping-Free Schools](#)

[↗ Tobacco Free Schools Toolkit](#)

[↗ Tobacco Prevention Toolkit](#)

## SUPPORTIVE DISCIPLINE

The goal of this key activity is to help **students who are addicted to nicotine**. Supporting students is a healthy alternative to sending them home. Use the following checklist to help students quit using tobacco products.

### MODEL POLICY LANGUAGE

**The district shall address violations of the policy by students with a graduated set of evidence-based supportive discipline practices.**

### ACTION STEPS

Name person responsible for oversight of the supportive discipline process for tobacco policy violations.

Work with team to create a tiered set of interventions and the response system for tobacco policy violations, including an alternative-to-suspension program.

Consider whether a screening tool and process will be included.

#### VIOLATIONS INVOLVING PROMOTION OF TOBACCO PRODUCTS

Discuss options for covering tobacco-branded apparel. Purchase materials if needed.

Develop sample collaborative conversation scripts staff can use when talking to students.

Train staff members on supportive discipline conversations and procedures for covering tobacco-branded apparel.

Develop statement of understanding and commitment to the policy students will sign.

#### VIOLATIONS INVOLVING TOBACCO POSSESSION OR USE

Train staff on procedures for confiscating tobacco products and the referral system.

Develop the caregiver notification. Discuss how the notification will be sent.

Develop a list of tobacco education and cessation programs to provide to students.

Develop agenda, sample script, and materials to use during supportive discipline meetings for third violations.

### RESOURCES

[!\[\]\(5d954b3e270654ad8ab0d5913161c03c\_img.jpg\) Resources for Tobacco-Free and Vaping-Free Schools](#)

[!\[\]\(aff7c69c44a5e015f18c35867ef3f5c3\_img.jpg\) Tobacco Free Schools Toolkit](#)

[!\[\]\(c15650232aa6660c9deb34f3b82dcb72\_img.jpg\) Tobacco Prevention Toolkit](#)

[!\[\]\(1ed10657a19f9137278430c48fd18626\_img.jpg\) Addressing Student Tobacco Use in Schools](#)

[!\[\]\(4c9516d2c24d0d513bc9f84c2e013d65\_img.jpg\) SBIRT in Schools Resource Toolkit](#)

[!\[\]\(a25a22d88c5882f4a20f36103df86562\_img.jpg\) Guide to Supportive Discipline Conversations](#)

[!\[\]\(06b7456efb47d301bca6298603e7f4fc\_img.jpg\) Social Discipline Window](#)

[!\[\]\(2885535958616e9ec6b97903614c334b\_img.jpg\) A Model Code on Education and Dignity, Chapter 3](#)

[!\[\]\(0aaea5eb29549a0c507a518cbdd818a0\_img.jpg\) Applying the Trauma-Informed Lens to Tobacco-Free School Policies and Practices](#)

Develop a 60-Day Plan and checklist used to track student's progress.

The plan should include:

- History of past violations.
- Specific challenges and barriers impeding policy adherence and steps to address them.
- Commitment statement to avoid infractions to be signed by student.
- Referral to tobacco education or cessation program.
- Progress of students' education, treatment, or other interventions.
- Description of how students will be supported by staff and caregiver(s) to ensure success.
- Create an alternative-to-suspension program and educate staff on the program.