

SCHOOL TOBACCO ASSESSMENT TOOL

Assess current programs and policies related to tobacco and help set priorities for further development. These questions are based on the CDC's *Guidelines for School Health Programs to Prevent Tobacco Use and Addiction*. The assessment is best done by a group of people who have knowledge of the policies and programs in place for the particular school building. This can include, but is not limited to, principal, health teachers, AODA coordinator, and pupil services staff. *Complete a copy for each school building for which you are applying for funding to improve tobacco policy and programs.* Circle the response that best reflects your school. Add comments to clarify or suggest ways to improve. Target those areas where response is "No" or "Somewhat" for improvement.

School Name _____

Assessment Tool	Yes	Some what	No	Don't Know	Comments 1) Clarifying comments 2) Ways to improve
Policy					
1. Do your school district policies related to tobacco:					
a. Contain a clear rationale for the policy, focusing on reducing health risks related to tobacco?	2	1	0	DK	
Prohibit <i>students</i> from using tobacco:					
b. in school facilities?	2	1	0	DK	
c. on school grounds?	2	1	0	DK	
d. in school vehicles?	2	1	0	DK	
e. at school functions off school property?	2	1	0	DK	
Prohibit <i>staff and visitors</i> from using tobacco:					
f. in school facilities?	2	1	0	DK	
g. on school grounds?	2	1	0	DK	
h. in school vehicles?	2	1	0	DK	
i. at school functions off school property?	2	1	0	DK	
j. Prohibit tobacco advertising (e.g., on signs, T-shirts, sponsorship of school events) in buildings, at functions, or in school publications?)	2	1	0	DK	
k. Require that all students receive instruction in avoiding tobacco use?	2	1	0	DK	
l. Include provisions for swift, consistent and equitable enforcement?	2	1	0	DK	
m. Contain clear procedures for communicating policy to those affected by it including students, staff, and parents and visitors?	2	1	0	DK	
n. Provide prevention education and access to cessation programs for students using tobacco rather than solely punitive measures?	2	1	0	DK	
2. Are your tobacco-related policies effectively communicated to students, staff, parents and visitors through a variety of means such as signs posted in visible places, written statements in student and faculty handbooks, pamphlets, and staff announcements?	2	1	0	DK	
3. Are the school tobacco-related policies consistently and equitably enforced?	2	1	0	DK	
4. Are students in violation of the tobacco use policy consistently offered help, i.e. education, counseling, or referral to cessation, rather than solely punitive consequences?	2	1	0	DK	

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Assessment Tool	Yes	Some what	No	Don't Know	Comments
Curriculum					
5. Which of the following are taught at your school in developmentally appropriate ways?					
a. Short and long-term physical consequences of tobacco use.	2	1	0	DK	
b. Short and long-term social consequences of tobacco use.	2	1	0	DK	
c. Accurate social norms regarding tobacco use.	2	1	0	DK	
d. Reasons students say they smoke.	2	1	0	DK	
e. Influences that promote tobacco use which include adults, peers, and media.	2	1	0	DK	
f. Skills for resisting social influences specific to tobacco.	2	1	0	DK	
g. General personal and social skills including assertiveness, communication, goal-setting and problem-solving skills.	2	1	0	DK	
h. Advocacy skills applied to tobacco issues, such as requesting smoke-free environments.	2	1	0	DK	
i. Laws, rules and policies regulate the sale and use of tobacco.	2	1	0	DK	
j. Tobacco manufacturers use various strategies to influence young people.	2	1	0	DK	
k. Maintaining a tobacco-free environment has many health benefits.	2	1	0	DK	
l. Community organizations have information about tobacco use and can help people stop using tobacco through cessation programs.	2	1	0	DK	
m. Maintaining/developing commitment to not use tobacco, and confidence in ability to resist tobacco use.	2	1	0	DK	
n. Skills to encourage others not to use tobacco.	2	1	0	DK	
o. Skills to communicate knowledge and personal attitudes about tobacco use.	2	1	0	DK	
p. Skills to identify and counter tobacco promotions.	2	1	0	DK	
q. Skills to cope with tobacco use by parents and other family members.	2	1	0	DK	
Instruction					
6. Are a wide variety of instructional methods including direct instruction, modeling, and rehearsal used to help students develop tobacco-specific knowledge, attitudes and skills?	2	1	0	DK	
7. Is tobacco instruction provided in every grade in the school?	2	1	0	DK	
8. Is the tobacco instruction integrated as part of comprehensive health instruction within the broader school health program?	2	1	0	DK	
9. Are trained peer educators/leaders assisting with the classroom instruction?	2	1	0	DK	
10. Does your school regularly involve community agency staff as guest speakers?	2	1	0	DK	
11. Do student services personnel present consistent tobacco-free lifestyle messages through counseling and educational materials?	2	1	0	DK	

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Training

12. Does your school provide training or other staff development for all teachers and other school staff providing tobacco instruction which...

a. Helps them understand the theory and model underlying the specific curriculum?	2	1	0	DK	
b. Includes a review of the entire program or curriculum and rationale for including each part?	2	1	0	DK	
c. Models and helps staff practice instructional activities?	2	1	0	DK	
13. Do all students who teach other students about a tobacco-free lifestyle participate in training specific to curriculum or program?	2	1	0	DK	

Family and Community Involvement

14. Were parent or families involved in developing school tobacco programs, policies and procedures?	2	1	0	DK	
15. Does your school curriculum promote discussions at home by assigning homework and projects that involve families?	2	1	0	DK	
16. Are families encouraged to reinforce anti-tobacco messages at home?	2	1	0	DK	
17. Were youth involved in developing school tobacco programs and policies?	2	1	0	DK	
18. Does your school provide parent education on tobacco use prevention, community smoking cessation resources, and parent/child communication?	2	1	0	DK	
19. Does a diverse school-community committee provide advice and direction on school tobacco programs and policies?	2	1	0	DK	
20. Do school personnel participate in a local tobacco-related community coalition or partnership?	2	1	0	DK	

Cessation

Cessation services include any of the following: a group tobacco cessation program; brief clinical counseling from a nurse, counselor or other student services professional; self-help cessation materials; telephone quit lines or; referral to a physician.

21. Does your school offer tobacco-use cessation services at school for <i>students</i> ?	2	1	0	DK	
22. Does your school refer <i>students</i> to tobacco-use cessation services in the broader community?	2	1	0	DK	
23. Does your school offer tobacco-use cessation services at school for <i>school staff</i> or refer to services in the broader community?	2	1	0	DK	

Evaluation

24. Does your school regularly and systematically assess the effectiveness of its tobacco-related policies?	2	1	0	DK	How?
25. Does your school regularly and systematically assess the effectiveness of its tobacco curriculum and instruction?	2	1	0	DK	How?
26. Does your school regularly and systematically assess the effectiveness of the tobacco use prevention staff development trainings?	2	1	0	DK	How?
27. Does your school regularly and systematically assess the effectiveness of its referrals for tobacco use cessation programs for students?	2	1	0	DK	How?