

Utah Department of Health and Human Services

Comprehensive drug-free policy guide for schools

Utah drug-free
campus toolkit



Utah Department of
Health & Human
Services

Acknowledgements

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Introduction

Utah drug-free campus policy toolkit

A comprehensive drug-free policy encourages learning by supporting safe schools, promoting clean air, and creating an environment where students are encouraged to make healthy choices.

The purpose of this toolkit is to help school administrators and faculty members work in partnership with the community at large and professional organizations in the development, enforcement, and assessment of comprehensive school policies. This guide provides an opportunity to assess the current state of your school/district policy. Suggestions are provided to help you communicate, ethically enforce, and support a comprehensive drug-free policy.

During the 2020 Utah Legislative Session, House Bill 58 was passed which addresses student use of alcohol, tobacco, electronic cigarette products, and 10 other substances through education and prevention programs and discipline policies.

Comprehensive drug-free school policies are essential.

Schools play an important role in creating policies that provide a transparent framework to ensure fair and equitable treatment of all the students they serve and extend to encompass the welfare of faculty and staff. Comprehensive policies serve as proactive tools, which build trust by providing transparency regarding educational practices and safety measures that play a major role in reducing the rate of substance use among youth.

Children spend almost a third of their waking time in school, about 135 hours per month! Much of the peer pressure youth feel about substance use occurs in school. Substance use distracts from learning and is associated with lower educational outcomes, including low academic performance and truancy. Substance use, including tobacco use, is also associated with increased symptoms of mental health problems, such as increased anxiety and depression. It is important to remember that experiences of trauma impact student behavior, and school employees should approach each situation and student with a trauma-informed lens.



Introduction



Tobacco facts

- Tobacco use is the leading preventable cause of death in the United States.
- If smoking is prevented during childhood and adolescence, it is unlikely a person will start in adulthood.
- Adolescence is a time of rapid brain development and teens are especially vulnerable to the damaging effects of nicotine.
- Studies have shown that nicotine addiction often leads to the use of other drugs and alcohol.
- Addiction to nicotine can lead to years of tobacco use and dependence.
- Tobacco use causes immediate, sometimes irreversible, health effects in youth.



Youth tobacco use in Utah

- In 2023, 80% of Utah students (grades 8, 10, and 12) who vaped in the past 30 days used vape products containing nicotine.
- In 2023, 75% of Utah students who ever tried tobacco products started with vape products.
- There has been a 40% decline in Utah youth vaping since 2019.



Marijuana facts

- Marijuana is the most commonly used illegal substance in the U.S. and its use is growing.

- Marijuana can cause permanent IQ loss of as much as 8 points when people start using it at a young age. These IQ points do not come back, even after quitting marijuana.
- 1-in-6 people who start using the drug before the age of 18 become addicted.
- Studies link marijuana use to depression, anxiety, suicide planning, and psychotic episodes. It is not known, however, if marijuana use is the cause of these conditions.

Youth marijuana use in Utah

- In 2023, 5.6% of Utah students reported using marijuana.
- In 2023, 63% of Utah students (grades 8, 10, and 12) who vaped in the past 30 days used vape products containing marijuana.
- In 2023, 44% of Utah students who used vape products vaped both nicotine and marijuana.



*When referring to tobacco or tobacco products in this guide, it is assumed that it includes commercial tobacco (cigarettes, chew, cigars, cigarillos, etc.), commercial tobacco products, electronic cigarettes (vapes), electronic cigarette (vape) products, nicotine, nicotine products, and tobacco paraphernalia.

Cultural consideration: 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.

*Source: 2023 Utah SHARP survey

Introduction



When establishing written, comprehensive policies for school districts, schools create and support a healthy learning environment for their students.



Alcohol facts

- Alcohol is the most commonly used substance among young people in the U.S.
- Youth who drink alcohol are more likely to experience memory problems and changes in brain development that may have lifelong effects.
- Youth who drink alcohol are more likely to misuse other substances.
- Early initiation of drinking is associated with the development of an alcohol-use disorder later in life.
- Excessive alcohol use can lead to the development of mental health problems, including depression and anxiety.

Youth alcohol use in Utah

- **In 2023, 4.3% of Utah students reported drinking alcohol.**
- **In 2023, 2.5% of Utah students reported binge drinking.**

Written policy content

Developing a comprehensive policy

When establishing written, comprehensive policies for school districts, schools create and support a healthy learning environment for their students. These policies and practices are meant to help students improve well-being and foster connections with schools, staff, families, and communities.

Filling out the checklist below will help you assess whether the written policies are consistent with CDC guidelines and Utah laws and rules.

The following checklist includes **requirements** for meeting a comprehensive written policy:

- Clearly defines all substances, including:
 - tobacco and nicotine products
 - electronic cigarette and vape products
 - marijuana
 - alcohol
 - other drugs
 - See Appendix F for example definitions that you can use or modify for your drug-free policy.*
- Prohibits use of all substances on all school property by anyone at any time (including grounds, buildings, parking areas, and school vehicles, and at any school-sponsored event).¹
- States that tobacco possession and alcohol possession by persons younger than 21 are against the law.
- States that marijuana possession is against the law. (Students using medicinal marijuana products must have a valid medical recommendation.)
- Applies to all students, staff, and visitors.²
- Requires the posting of signs informing students, staff, and visitors of the law and/or policy.³

- Establishes a protocol for communicating the policy and rationale to all students, staff, and visitors.⁴
- Identifies specific enforcement procedures and consequences for violating school policies.⁵
- Prohibits the distribution of tobacco, alcohol, and other substances.⁶

The following checklist includes **recommended** for meeting a comprehensive written policy:

- Includes a rationale for being drug-free.
- Includes a requirement for substance prevention education for all students. This includes education in a school-based prevention program and plans to address the causes of student use.⁷
- Restricts items from school property that may contribute to substance use and acceptability (lighters, clothing with logos, etc.).
- Prohibits accepting tobacco (including e-cigarette and nicotine), alcohol, and other drugs industry funds (sponsorships, etc.).
- Prohibits tobacco, alcohol, and other drug advertising in school buildings, publications, and functions.
- Provides consequences for violation of the policy that are non-punitive as well as progressive discipline and restorative justice (options may include education versus suspensions). *See Policy Violation Guidance/ Alternatives to Suspension section.*
- Connects students and staff to cessation resources. *See Cessation Resources section.*
- Includes information on the school's toxic-waste policy for handling e-cigarette waste. *See Appendix L.*

¹ 53G-8-209(2)

² 53G-8-209(2)

³ 53G-8-204(2) & 53G-8-211(3)

⁴ 53G-8-204(2)

⁵ 53G-8-203

⁶ 53G-8-209(2)

⁷ Substance use prevention education is a requirement for all grade levels (53G-10-405). An underage drinking and substance use prevention program as approved by the USBE is required in specific grades (53G-10-406), and a plan to address the causes of student use (positive behaviors plan) (53G-10-407) is required.

Written policy content

Exceptions

It is not a violation of a comprehensive policy to include tobacco products, tobacco-related devices, electronic cigarettes, or alcohol in instructional or work-related activities if the activity is conducted by staff or approved visitors and does not include smoking, chewing, drinking, or otherwise ingesting the product.

It is not a violation of a comprehensive policy to use a product that has been approved by the U.S. Food and Drug Administration as a tobacco cessation product, a tobacco dependence product, or for other medical purposes.

Tips for completing the checklist

- Obtain all substance-related written policies and procedures from the district and the school (board policies, district, and building-level policies, student/parent and staff handbooks, athletic contracts, and others, if applicable).
- Get input from a diverse group of partners, including the school, district, and community, regarding these questions.
- Read the requirements and recommendations for policy content and check the box based on the written policies and procedures.
- Utilize the “Notes” section to document any discussion that arises.

Communications & resources

Communicating substance use policies and procedures

Good communication between students, staff, and visitors is imperative to the success of the implementation and enforcement of written substance use school policies. When considering changes to existing substance use policies and procedures around the school, communicate changes to parents and/or guardians.

Individuals who have interest in learning more about your school’s policies and procedures will ideally seek information on your school’s website. Information about these policies should be easy to find and accessible on your school’s website.



Communication tips: general strategies for reaching students, staff, and visitors

We encourage schools 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.

- Post prominently placed signs on school grounds
 - School building entrances, parking lots
 - Athletic fields and indoor facilities
 - Buses and school vehicles
 - 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 about the school district drug-free school policy in contracts with vendors who will work on school or district grounds and groups that are using school facilities.
- Announce the drug-free school policy at all athletic events, meetings, concerts, and plays.
- Print reminders about the drug-free school policy in event bulletins.
- Ask students, staff, and community volunteers to assist in distributing informational flyers regarding the drug-free school policy at school events, particularly at off-site sporting events or other events.

Written policy content

Communication with parents/guardians

- Send a letter to each parent/guardian that:
 - explains the drug-free school policy;
 - provides a policy's rationale;
 - outlines the consequences for violators; and
 - asks for support in enforcement. *See Appendix E.*
- Ask parents to sign student-school contracts that address the drug-free school policy for participation in sports, extra, and co-curricular activities.
- Discuss the drug-free school policy at PTA/PTO or similar meetings and include an article outlining the drug-free school policy and implications of the policy in PTO/PTA newsletters.
- Send a letter home or contact parents if a student violates the policy. *See the Policy Violation Guidance/ Alternatives to Suspension section.*

Communication with students

- Put the policy in student handbooks and orientation materials.
- Verbally review the policy at orientation meetings, especially with new or transfer students.
- Involve or create student groups to advocate for a drug-free school environment.
- Have students design posters, banners, and signs to communicate the drug-free school policy and promote a drug-free school environment.

Communicating to staff

- Include a statement that the school district is a drug-free school 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 drug-free school policy and a letter of explanation from the school board.
- Hold in-service training on the drug-free school policy 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 who may work with the school on a limited basis also get the information.
- Discuss the drug-free school policy and health policies at staff meetings and new staff orientation.
- 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 drug-free school policy.

Distribution of policies

According to Utah Code 53G-8-204:

- 1. A copy of the school's discipline and conduct policy must be distributed to each student upon enrollment in the school.**
- 2. A copy of the policy must be posted in a prominent location in each school.**
- 3. Any significant change in the policy must be distributed to each student and posted in a prominent location.**

Written policy content

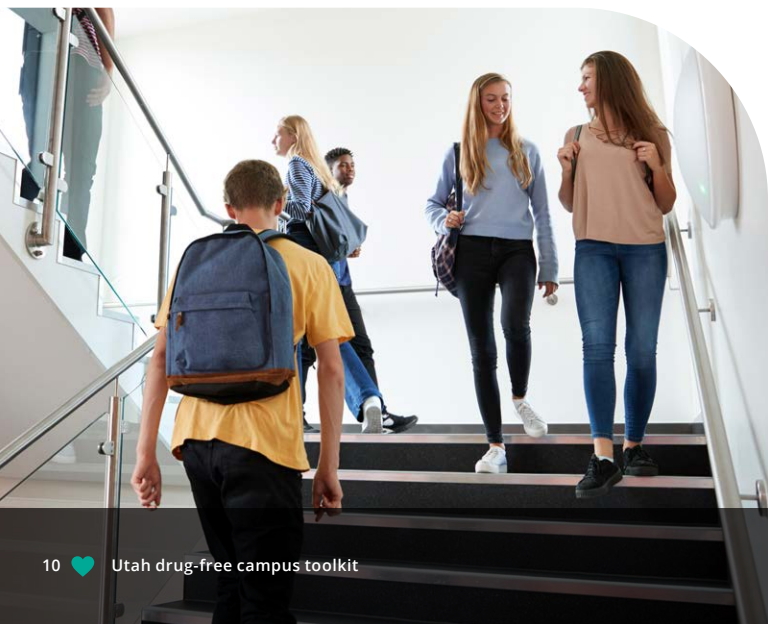
Enforcement

School and district administrators are responsible for determining schools' disciplinary procedures. All school districts must address potential violations on school grounds, whether from visitors, students, or staff. School enforcement procedures are critical in creating behavior change and eliminating substance use on campus.

Use the following checklist to indicate the school's enforcement procedures for on-property violations:

- The school district provides direction on how to enforce the drug-free policy at a school level.
- The school utilizes a progressive discipline plan to enforce drug-free policy with students (less punitive consequences for first offenses may include education versus suspension).
- The school enforces the drug-free policy with staff and utilizes clear and consistent procedures for handling violations.
- The school enforces the drug-free policy with visitors and utilizes clear procedures for handling violations.
- Staff are identified to monitor, evaluate, and enforce the policy, including an annual review. *See Appendix H.*
- The school uses a protocol for training staff regarding the drug-free policy and enforcement strategies.

Notes



Written policy content

Enforcement tips

Some general enforcement strategies:

- **Set positive expectations.** Since the drug-free school policy is intended to create a safe environment for everyone on campus, enforcement of the policy should support good health rather than focus on punishment. Consistency helps to send a clear message that a drug-free school is important; consider ways to communicate policy in addition to prominent signage. *See General Strategies for Reaching Students, Staff, and Visitors section for examples.*
- **Ensure everyone enforces the rules.** All school personnel are encouraged to support the drug-free school policy for the health and safety of the entire school, and students can provide support by reminding their peers and visitors of the policy. One person, such as an administrator or human resources personnel, can be in charge of carrying out the policy and procedures. Designated personnel should assign and track the consequences of policy violations.
- **Consider key factors regarding consequences.** There are some key considerations to keep in mind regarding consequences, including that every violation must be taken seriously; consequences must be implemented immediately, be fair and concise, and be in accordance with relevant codes of conduct and school policy; sufficient resources must be available to implement chosen consequences, and students and staff should be connected to cessation resources when appropriate.
- **Enforce with visitors.** Enforcement with visitors can be intimidating because it requires approaching someone outside the school system and requesting them to follow a school policy. This can be made easier by placing prominent signage publicizing the policy (particularly in areas where visitors frequent) or by politely reminding the visitor of the policy and requesting they stop. A verbal request is usually sufficient, but if the visitor does not comply, ask them to leave the premises. If the visitor will not leave, contact law enforcement, the school security resource officer, or other security.
- **Enforce with students.** Progressive discipline (starting disciplinary procedures with less punitive consequences and becoming more punitive with each violation) is the key recommendation for enforcing a drug-free policy. Education and cessation opportunities should be included in the discipline plan, especially for first violations. *See Policy Violation Guidance/Alternatives to Suspension for some options.*
- **Enforce with staff.** Staff should be informed of the policy and the specific provisions that apply to them. A progressive discipline policy for staff can include a verbal warning, education and support, enrollment in an education program, and disciplinary action (e.g., written warning, formal reprimand, or letter in staff file). Consequences of violating the policy should be written in the staff handbook. Education and cessation materials would be a helpful component to include in the school or district worksite wellness program.





Written policy content

Vape detectors

In an effort to fight the use of tobacco on school property, many schools are opting to use devices like vape detectors. Purchasing detectors can be a great expense for schools wanting to address vaping on campus. Having vape detectors placed in bathrooms or other areas where administrators believe students are consistently vaping may temporarily discourage students from vaping, but there is no research or evidence that shows they reduce vaping in schools or promote students to quit the use of tobacco. School administrators should consider prevention and education as supportive measures to address the use of tobacco among students.

This guide will provide evidence-informed prevention programs that can support students in their journey to make healthy decisions and adopt positive behaviors. Schools should also encourage parents, guardians, and peers to support students to create safe and smoke-free spaces to quit tobacco use and help them know about resources available in their schools and communities. In addition, schools should work on finding alternatives to promote and implement restorative practices that move away from punitive discipline practices that rely on suspension, expulsion, and other harsh consequences.

Signage review

This tool can help determine where signage is currently located and where it may be considered. It is not meant to imply that signs need to be in all of these locations. Complete this section with a student group or other interested parties in order to determine current signage location and any gaps. Remember to also include quitting resources by your signs. See the signs and posters you can pair on the next page.

Signage is clearly posted:

- At main entrances to the building
- At perimeters of the school/district property
- In parking lots
- At major walkways
- 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 or other identified languages
- Other:

Contact your local health department partner for help with signage.


Notes



WANT TO SAVE \$600 A YEAR? CUT OUT VAPING.

Text "Start My Quit" to 36072 or call 855-891-9989.
Free, confidential help to quit vaping, smoking or chewing. Just for teens.

www.mylifemyquit.com MY LIFE MY QUIT.



LUNGS BURNING? IS IT YOUR VAPE?

Text "Start My Quit" to 36072 or call 855-891-9989.
Free, confidential help to quit vaping, smoking or chewing. Just for teens.

www.mylifemyquit.com MY LIFE MY QUIT.



DOES VAPING HAVE YOU ON THE SIDELINE?

Text "Start My Quit" to 36072 or call 855-891-9989.
Free, confidential help to quit vaping, smoking or chewing. Just for teens.

www.mylifemyquit.com MY LIFE MY QUIT.



WHAT WOULD YOU GAIN IF YOU QUIT VAPING?

Text "Start My Quit" to 36072 or call 855-891-9989.
Free, confidential help to quit vaping, smoking or chewing. Just for teens.

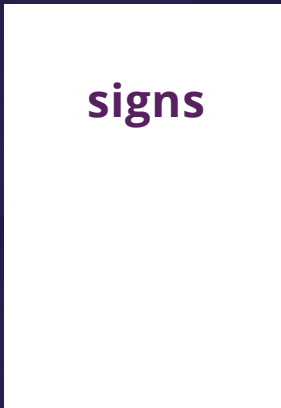
www.mylifemyquit.com MY LIFE MY QUIT.



Tips for "hot spots"

SafeUT is a crisis chat line and a school safety tip line developed for all students in Utah. However, SafeUT can also be used by students to report on-campus tobacco, alcohol, and other substance violations.

For more information, visit <https://safeut.org/>.



Prevention

Understand risk & protective factors

Some students may be at greater risk for substance use and may have difficulties in their lives when they encounter more risk factors from those who do not. When protective factors are present, students are more likely to be successful in school, respond well to conditions of risk, and help offset the effects of risk factors.

Risk factors are characteristics at the biological, psychological, family, community, or cultural level that make an individual at increased risk for a certain problem.

Protective factors are characteristics associated with a lower likelihood of negative outcomes. These factors serve as a buffer for a student when faced with risk.

There are five key features that are important to consider when addressing risk factors:

- 1. They are found in different areas of child development, in the community, family, peers, and in school. *See table 1.***
- 2. They are developmental.**
- 3. They are predictive of multiple problems.**
- 4. They are measurable.**
- 5. They can be changed.**


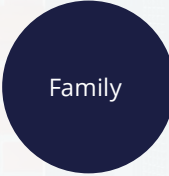
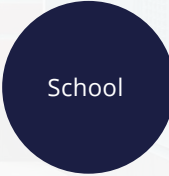

When schools work in addressing and understanding how risk and protective factors influence students' lives, educators, parents, and guardians are more likely to help them succeed in school. Developing and providing early interventions that target multiple factors, rather than addressing individual factors, will likely provide safer and more effective programs in which schools can be supported in partnership with families and the community. Students can be empowered to make healthy choices with the right education.



See Through the Vape (STTV) is a prevention resource focused on educating youth and parents about the dangers of vaping. For example, SeeThroughtheVape.org has a guide for parents on how to recognize if their child may be vaping and tools to assist them in starting a conversation. Schools can use this guide and other STTV resources to educate parents and encourage them to have a conversation with their child about vaping. Contact your local health department to learn more.

Prevention

Table 1. Risk and protective factors according to different contexts. *Source: CDC.org*

Risk factors Risk factors increase the likelihood young people will develop health and social problems.	Domain	Protective factors Protective factors help buffer young people with high levels of risk factors from developing health and social problems.
<ul style="list-style-type: none"> ● Low community attachment ● Community disorganization ● Community transitions and mobility ● Personal transitions and mobility ● Laws and norms favorable to drug use ● Perceived availability of drugs ● Economic disadvantage <i>(not measured in youth survey)</i> 		<ul style="list-style-type: none"> ● Opportunities for prosocial involvement in the community ● Recognition of prosocial involvement ● Exposure to evidence-based programs and strategies <i>(some are measured in youth survey)</i>
<ul style="list-style-type: none"> ● Poor family management and discipline ● Family conflict ● A family history of antisocial behavior ● Favorable parental attitudes to the problem behavior 		<ul style="list-style-type: none"> ● Attached and bonding to family ● Opportunities for prosocial involvement in the family ● Recognition of prosocial involvement
<ul style="list-style-type: none"> ● Academic failure (low academic achievement) ● Low commitment to school ● Bullying 		<ul style="list-style-type: none"> ● Opportunities for prosocial involvement in school ● Recognition of prosocial involvement
<ul style="list-style-type: none"> ● Rebelliousness ● Early initiation of problem behavior ● Impulsiveness ● Antisocial behavior ● Favorable attitudes toward problem behavior ● Interaction and friends involved in problem behavior ● Sensation seeking ● Rewards for antisocial involvement 		<ul style="list-style-type: none"> ● Social skills ● Belief in the moral order ● Emotional control ● Interaction with prosocial peers

Prevention

Programs

A drug-free environment alone will not reduce youth initiation. Substance use prevention education should be provided in all grades. In addition to the requirements listed in the [Utah Health Core Standards](#), the following programs can be used to educate students on substance use in the same school year. However, in order to maintain fidelity, lesson plans from separate curricula should not be used to create hybrid lessons.

Botvin LifeSkills® Training

[Botvin LifeSkills Training](#) (LST) was approved to meet the requirement of the 2018 Utah House Bill 456 that requires an alcohol prevention program to each 7th or 8th AND each 9th or 10th grade student. In 2020, House Bill 58 expanded this requirement to also include 4th or 5th grade. LST is a research-validated prevention program. The program teaches students the necessary skills to resist social pressures to smoke, drink, and use drugs; and enhances cognitive/behavioral competency to reduce or prevent a variety of health risk behaviors.

Positive Action Curriculum & Program

The [Positive Action Curriculum & Program](#) is for students in elementary and middle schools to increase positive behavior and reduce negative behavior. It includes lessons on the health and social consequences of alcohol use. Additional drug prevention kits include games, stories, and role-playing designed to extend coping strategies.

Good Behavior Game

[Good Behavior Game](#) is a classroom behavior management game providing a strategy to help elementary teachers reduce aggressive, disruptive behavior and other behavioral problems in children, particularly highly aggressive children, while creating a positive and effective learning environment. There is a cost associated with training for the program.

Tobacco and e-cigarette prevention programs

ASPIRE: MD Anderson Cancer Center

ASPIRE is a free, bilingual, online tobacco prevention curriculum for teens. It was developed by the University of Texas MD Anderson Cancer Center. The interactive tool explains the dangers of tobacco and nicotine use. Students earn a certificate of completion upon finishing the program. All Utah schools and peer courts can access ASPIRE under a memorandum of understanding with MD Anderson Cancer Center and UDHHS. Contact your local health department to enroll your school. *See Appendix C for ASPIRE student login instructions.* Learn more at mdanderson.org/aspire.

CATCH My Breath

The goal of CATCH My Breath Youth E-cigarette Prevention Program is to increase students' knowledge of e-cigarettes, nicotine, and addiction dangers while reducing future product use. This free program offers in-class activities, teacher education, online resources, and take-home materials for parents. For more information, visit <http://catch.org/program/vaping-prevention/>.

Know the risks: a youth guide to e-cigarettes

CDC's Office on Smoking and Health (OSH) developed this presentation to educate youth on e-cigarettes, including the health risks, the factors that lead to e-cigarette use, and what youth can do to avoid all tobacco products, including e-cigarettes. For more information, visit CDC.gov/tobacco.

Stanford Tobacco Prevention Toolkit

This toolkit can be adapted to fit the individual needs of educators and students in all types of settings, including elementary, middle, and high schools; community-based organizations; and health-related agencies. It contains a set of modules focused on e-cigarettes and nicotine addiction. For more information, visit med.stanford.edu/tobaccopreventiontoolkit.

Best practices and resources

Addiction Policy Forum

Vaping: Know the Facts aims to correct misinformation, explain the health risks of adolescent vaping, and empower schools, parents, and students to take action. For more information, visit addictionpolicy.org/post/vaping-know-the-facts.

Additional prevention programs can be found in the [Best Practices and Resource Library: Alcohol, tobacco, and electronic cigarette prevention and cessation interventions document](#) compiled by the Utah State Board of Education.

Restorative justice

Punitive school policies negatively impact all children (Todić et al., 2020). A restorative justice approach, also known as restorative practices, provides a framework for prevention and intervention that improves population health and reduces the likelihood of students engaging in harmful behaviors for their health, such as using substances (Lodi et al., 2021; Todić et al., 2020).

Using restorative justice practices in schools may:

1. Reduce school suspensions and expulsions.
2. Improve academic achievement and attendance.
3. Reduce school violence and perceived misbehavior.
4. Contribute to a positive institutional environment through supporting positive peer and youth-adult relationships, facilitating youth and adult social-emotional development, engaging parents, improving teachers' morale, creating a calm environment, and reducing inequities associated with harsh school discipline (Todić et al., 2020)

Restorative justice also allows for greater collaboration between school, police, the justice system, and families, making it one of the most effective and efficient ways to build a safe, equitable, and inclusive school community.

Restorative justice allows for students to develop:

- Social, emotional, and relational skills (e.g., responsibility, empathy, assertiveness, self-efficacy, trust, etc.)
- Listening skills
- Peaceful conflict resolution
- Positive interpersonal relationships
- Skills to manage and deal with conflicts independently (Lodi et al., 2021)



Best practices and resources

Tobacco

Policy violation guidance/alternatives to suspension

Healthy Futures – Nicotine Version: Stanford Medicine

Healthy Futures – Nicotine Version is an alternative-to-suspension program developed by the Stanford Medicine REACH Lab. Ideally, students will first complete MY Healthy Futures, followed by OUR Healthy Futures. MY Healthy Futures is a 40-60 minutes self-paced course. OUR Healthy Futures is interactive between a teacher and student and has two versions: a two-hour version and a four-hour version. The two-hour version can be facilitated with just one student or in a group setting. The four-hour version builds on the two-hour version and allows for more individual introspection and group discussion. Learn more at med.stanford.edu/tobaccopreventiontoolkit/healthy-futures-nicotine.html.

INDEPTH: American Lung Association

Intervention for Nicotine Dependence: Education, Prevention, Tobacco and Health (INDEPTH) is a convenient alternative to suspension or citation that helps schools and communities address teen vaping in a more supportive way. Instead of solely focusing on punitive measures, INDEPTH is an interactive program that teaches students about nicotine dependence, healthy coping skills, and how to kick the unhealthy addiction that got them in trouble in the first place. Learn more at lung.org/quit-smoking/helping-teens-quit/indepth.

Tobacco cessation resources

My Life, My Quit

My Life, My Quit program is a comprehensive program that combines the best practices for youth tobacco cessation adapted to include vaping and ways for teens to reach quit coaches using real-time text messaging and online chat. Youth can text **"Start My Quit" to 36072** or visit mylifemyquit.com to chat with a coach and enroll online. During the 2024 legislative session, the requirement of parental consent was removed to allow youth to access the program easier.

Smokefree Teen

Smokefree Teen helps youth stop using tobacco by providing information grounded in scientific evidence and offering free tools on their mobile phones. The text messaging program can help youth quit smoking, and the **quitSTART app** helps them become smoke free by providing helpful strategies for tackling cravings, bad moods and other situations. Visit teen.smokefree.gov.

This Is Quitting – Truth Initiative

This Is Quitting is a free and anonymous text messaging program from Truth Initiative designed to help young people quit vaping. The program provides evidence-based tips and strategies to quit and stay quit, while incorporating messages from other young people who have attempted to or have successfully quit. Teens can join for free by texting **"DITCHVAPE" to 88709**.

Classroom resources

The Empower Vape-Free Youth™

The Empower Vape-Free Youth™ campaign encourages middle and high school educators to speak with students about the risks of e-cigarettes and nicotine addiction. The campaign includes resources for educators to help students avoid or quit vaping.

The Tobacco Education Resource Library

The Tobacco Education Resource Library from the U.S. Food and Drug Administration (FDA) provides a robust collection of science-based, standards-mapped classroom resources. These resources were created to prevent vaping among middle and high school students.

Best practices and resources

Marijuana

Healthy Futures – Cannabis Version: Stanford Medicine

Healthy Futures – Cannabis Version: Stanford Medicine is an alternative-to-suspension program developed by the Stanford REACH Lab. Ideally, students will first complete MY Healthy Futures, followed by OUR Healthy Futures. MY Healthy Futures is a 40-60 minute, self-paced course. OUR Healthy Futures is interactive between a teacher and student and has two versions: a two-hour version and a four-hour version. The two-hour version can be facilitated with just one student or in a group setting. The four-hour version builds on the two-hour one and allows for more individual introspection and group discussion. Learn more at med.stanford.edu/cannabispreventiontoolkit/healthy-futures-cannabis.

Alcohol

Prime for Life

Prime for Life is an evidence-based motivational prevention, intervention, and pretreatment program designed for people who may be making high-risk choices, including young people charged with alcohol or drug offenses. This 16-hour course is taught over at least two different days by a certified instructor through the Utah Division of Substance Abuse & Mental Health at www.primeforlife.org/.



A drug-free environment alone will not reduce youth initiation. Substance use prevention education should be provided in all grades.



Pertinent Utah code

E-cigarette confiscation and disposal

[53G-8-203\(3\) Conduct and Discipline Policies and Procedures](#)

Each local education agency shall (a shall in code means that it's mandatory) adopt a policy for responding to possession or use of electronic cigarette products by a student on school property.

The policy shall:

- prohibit students from possessing or using electronic cigarette products on school property
- include policies or procedures for the confiscation or surrender of electronic cigarette products
- require a school administrator or school administrator's designee to dispose of or destroy a confiscated electronic cigarette product.

A confiscated electronic cigarette may (optional) be released to local law enforcement if both of the following are true:

- a school official has a reasonable suspicion that a confiscated electronic cigarette product contains an illegal substance
- local law enforcement requests that the LEA release the confiscated electronic cigarette product to local law enforcement as part of an investigation or action

Standards and procedures for student searches

[R277-615-4\(1\) Standards and Procedures for Student Searches](#)

An LEA shall update the LEA's policy for searching students for controlled substances and weapons to include provisions related to searching students for electronic cigarette products.

Hazardous waste management

[R315-260 Hazardous Waste Management System](#), [R315-261 General Requirements–Identification and Listing of Hazardous Waste](#), and [R315-262 Hazardous Waste Generator Requirements](#)

Both nicotine and lithium-ion batteries must (mandatory) be properly disposed of as hazardous waste. For information on how to properly dispose of electronic cigarettes, see the [Department of Environmental Quality](#).

Did you know?

- When not disposed of properly, e-liquid can leak into the ground causing hazardous chemicals to contaminate the environment.
- Cartridges and pods can't be recycled and should not be disposed of in trash bins.
- Vape batteries can start landfill fires.
- Aerosols from e-cigarettes can change indoor air quality and can cause respiratory health problems.
- The best way to avoid contaminating the environment with vape waste is to avoid using them altogether.

Pertinent Utah code

Policies and reporting

[53G-8-209\(2\)\(3\) Prohibited Conduct-Reporting of Violations](#)

- Local school boards and charter school governing boards shall adopt rules or policies that apply to both students and staff. These shall include prohibitions while in the classroom, on school property, during school sponsored activities:
 - The illicit use, possession, or distribution of
 - A controlled substance or drug paraphernalia
 - A tobacco product, an electronic cigarette, or a nicotine product
 - An alcoholic beverage
- School employees who reasonably believe that a violation may have occurred shall immediately report that belief to the school principal, district superintendent, or chief administrative officer of a charter school.

[53G-8-502 Mandatory Reporting of Prohibited Acts](#)

If an educator has reasonable cause to believe that a student at the public school where the educator is employed has committed a prohibited act, he shall immediately report that to the school's designated educator.

Per 53G-8-501 Definitions,

- an educator is a person employed by a public school, but excludes those employed by institutions of higher education
- a prohibited act is an act prohibited by Section 53G-8-602, relating to alcohol; Section 58-37-8 relating to controlled substances; or Section 58-37a-5, relating to drug paraphernalia



School employees who reasonably believe that a violation may have occurred shall immediately report that belief to the school principal, district superintendent, or chief administrative officer of a charter school.

Pertinent Utah Code

[53G-8-503 Reporting Procedure](#)

The principal shall appoint one educator as the “designated educator” to make all reports. The designated educator, upon receiving a report of a prohibited act, shall immediately report the violation to the student’s parent, and may report the violation to an appropriate law enforcement agency or official in accordance with 53G-8-211.

The designated educator may not disclose to the student or parent the identity of the educator who made the initial report.

*An educator who in good faith makes a report under these sections is immune from any liability. 53G-8-211(3)–if the student committed a status offense, the school district/school may not refer the student to law enforcement or agency or court and law enforcement cannot refer the minor to prosecuting attorney or court.

[53G-8-211\(3\)\(4\) Responses to School-based Behavior](#)

If a student has committed a status offense (tobacco use) or Class C misdemeanor (consuming liquor in a public place or intoxication) the student may be referred to evidence-based alternative interventions, including:

- A mobile crisis outreach team
- A youth services center
- A youth court of comparable restorative justice program
- An evidence-based alternative intervention created and developed by the school or school district
- An evidence-based alternative intervention that is jointly created and developed by a local education agency, the state board, the juvenile court, local counties and municipalities, or the Department of Health and Human Services
- A tobacco cessation or education program, if the offense is tobacco/nicotine/electronic cigarette related
- If a student refuses to participate in an intervention listed above, the student may be referred to the Division of Juvenile Justice Services for prevention and early intervention youth services.

If a student has committed a status offense (tobacco use) or Class C misdemeanor (consuming liquor in public place or intoxication) on school property, the student may be referred to a law enforcement officer/agency or court only if both of the following are true:

- The student committed the same infraction on two previous occasions.
- The minor was referred to an evidence-based alternative intervention or to prevention and early intervention youth services on two previous occasions.

Grounds for suspension or expulsion

[53G-8-205\(1\)\(2\) Grounds for suspension or expulsion from a public school](#)

A student shall be suspended or expelled for the sale, control, or distribution of a drug or controlled substance, an imitation controlled substance or drug paraphernalia.

A student may be suspended or expelled for the possession, control, or use of an alcoholic beverage.

Distribution of policies

[53G-8-204 Distribution of Policies](#)

- A copy of the school’s discipline and conduct policy must be distributed to each student upon enrollment in the school
- A copy of the policy must be posted in a prominent location in each school
- Any significant change in the policy must be distributed to each student and posted

Appendices

Appendix A

My Life, My Quit

The My Life, My Quit program is a free and confidential service developed by National Jewish Health, the nation's No.1 respiratory hospital, for teens who want help quitting all forms of tobacco (including vaping). Our tobacco treatment specialists have completed extensive training on adolescent cognitive and psychosocial development from a psychologist and professor at Stanford University who specializes in adolescent tobacco prevention.

By enrolling, teen participants receive:

- Five one-on-one coaching sessions, usually scheduled every 7-10 days. Coaching helps teens develop a quit plan, identify triggers, practice refusal skills, and receive ongoing support for changing behaviors.
- Self-help and educational materials designed for teens, with input from teens
- Additional support by phone, text message, or online chat

As an educator, you have as much (or more) contact with teens as their parents and health care professionals, and the messages you provide often shape their behavior choices. Your promotion of the My Life, My Quit program is important to teens looking for resources to quit using tobacco.

Free promotional materials

You can download and print My Life, My Quit posters to display in your classroom and school. All materials on the mylifemyquit.org website are copyrighted by National Jewish Health and are available for use without further permission as long as National Jewish Health is cited as the source.

My Life, My Quit as an alternative to suspension.

Many schools are struggling with how to address the epidemic of vaping in their communities and in their school buildings. Introducing My Life, My Quit as an alternative to school suspension is an option. No one wants to be forced to participate in a program to change their behavior, especially teens who get caught using tobacco products. Our coaches understand this and are specially trained to engage teens who have been referred for help by parents, educators, and the justice system, and are required to complete a tobacco treatment program as an alternative to punishment.

My Life, My Quit is based on the established and evidence-based telephone coaching quit services model that has proven effective for adults. Our teen program was developed with teen feedback and has been tailored to meet the unique needs of teens. Coaches combine cognitive-behavioral techniques with motivational interviewing that has been proven effective for changing teen behaviors with drug, alcohol, and tobacco use.

After completing five coaching sessions, we send a printed watermarked certificate directly to teens to prove they completed the program and reduce unauthorized duplication of the certificate. Because of regulations governing information privacy, we only send the certificate to the teen who completes the program.

Behavior change is hard work and many people need help more than once for a new behavior to stick. Teens can reenter the program as many times as needed. Each time they enter, they are eligible for five coaching sessions.

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**SPEND YOUR MONEY
WITH FRIENDS,
NOT RUNNING OUT
OF PODS.**

Text "Start My Quit" to 36072 or
call 855-891-9989.
Free, confidential help to quit vaping, smoking
or chewing. Just for teens.

WWW.MYLIFEMYQUIT.COM **MY LIFE MY QUIT.**

Appendix B

Referring youth to My Life, My Quit

Parent Notification

[student's name] has received a tobacco policy violation on [date] and has been asked to participate in My Life, My Quit. The program is a free and confidential service developed by National Jewish Health for young people who want help quitting all forms of tobacco, including vaping. The tobacco cessation coaches have completed extensive training on adolescent cognitive and psychosocial development.

By enrolling, participants receive:

- five 1-on-1 coaching sessions, usually scheduled every 7-10 days. Coaching helps teens develop a quit plan, identify triggers, practice refusal skills, and receive ongoing support for changing behaviors;
- self-help and educational materials designed for teens, with input from teens;
- additional support by phone, text message, or online chat;
- a certificate upon completion; and
- nicotine replacement therapy (NRT) is **NOT** provided to youth.

MY LIFE MY QUIT™

The program was designed for youth aged 13-17. Coaches will encourage youth to reach out to their parents or guardians about their quit attempt, as having help from a support network can improve the likelihood of success of a quit attempt.

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Appendix C

ASPIRE student login instructions

How to create an account:

1. Go to the link aspire2.mdanderson.org/
2. Click Start New Game
3. Create an account: enter in a username, school email, and password
4. Select gender, age, grade, and avatar
5. State: Utah
6. City: City name
7. Program: Utah Department of Health
8. Location: Select school or peer court
9. Click: Create an account

Helpful hints

- The program can be completed in one sitting over 3-4 hours or over several sessions.
- A student will be able to print off a certificate once the program is complete.

The ASPIRE program was developed by, and is used and made available with the permission of, the University of Texas MD Anderson Cancer Center.

ASPIRE

CREATE ACCOUNT

USERNAME

EMAIL

CONFIRM EMAIL

PASSWORD (7 CHARACTERS OR MORE)

CONFIRM PASSWORD

STATE
Utah

CITY
Salt Lake City

PROGRAM
UT-Utah Department of Health

LOCATION

CREATE ACCOUNT

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Appendix D

Sample theater or sports event announcements

- For the health and safety of our students, [name of school/district] is proud to be tobacco-, drug-, and alcohol-free. At this time, we would like to remind our home fans and visitors that the use of any tobacco products, alcohol, and other substances 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 drug-free. Enjoy the game!
- We would like to remind our visitors and fans that smoking, vaping, chewing tobacco, drinking alcohol, and other drugs are 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 drug-free. Tobacco, alcohol, and drug use of any kind is prohibited in and around the theater. Thank you for your cooperation.
- Thank you for keeping our school drug-free. We would like to remind everyone that tobacco, alcohol, and drug use of any kind is not permitted on school grounds.

These are 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 fit your school or community.

Appendix E

Sample letter to parents/guardians

Dear Parents,

Since [date], the [district name] school board has had a drug-free school policy in place. This policy prohibits all substance use, by everyone, everywhere on campus, at all times, including school events after regular school hours. This policy also prohibits students from bringing tobacco products, including e-cigarettes, alcohol products, and other substances on campus. [Note: Tailor this sentence to your district's policy.]

A copy of the policy is attached. The school board put this policy in place for these reasons:

- **Help students be drug-free.** Youth spend a great deal of their time at school and school events. Keeping substance use off campus means students do not see their friends and teachers using these products, which helps make substance use seem less socially acceptable.
- **Provide a safe environment for students and staff.** Many years of research has shown that delaying the use of alcohol, tobacco and use of illicit substance use for children and young people leads to better outcomes later in life. The use of substances in early childhood can have long-lasting negative effects, like a higher risk for experiencing addiction later in life, higher rate of absenteeism, and poor school performance.
- **Comply with federal and state legislation and regulations.**

Drug-free schools provide positive role modeling for students. Schools are a place where children develop lifelong behaviors; we are committed to ensuring tobacco and other drug use are not part of these behaviors. We have placed signs about the policy on all school campuses. We will also make announcements at school events to remind people that substance use of any kind is not allowed at these events or on school property. We appreciate your help in supporting this policy. If you have questions or comments about the policy, please call the principal at your child's school at [insert phone number].

Sincerely,
Name

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Appendix F

Definitions

Defining terminology in your policy is essential. Consider including the following definitions in your policy. Definitions are based on recommendations from the Tobacco Control Legal Consortium and current Utah statute. Additional definitions or terms may be considered.

The website tobaccolaws.utah.gov can provide current law definitions and act as a further resource.

- “Alcohol” refers to a chemical and a drug typically found in drinks such as beer, wine, vodka, and whiskey, as well as other products.
- “Any time” means 24 hours a day, seven days a week,
- “Electronic cigarette” means any electronic oral device that provides an aerosol or a vapor of nicotine or other substance and which stimulates smoking through the use or inhalation of the device, a component of the device, or an accessory sold in the same package as the device. “Electronic cigarette” includes an oral device that is composed of a heating element, battery, or electronic circuit and marketed, manufactured, distributed, or sold as an e-cigarette, an e-cigar, and e-pipe, or any other product name or descriptor. “Electronic cigarette” does not mean a medical cannabis device, as that term is defined in Utah Code Section [26B-4-201](#).
- “Electronic cigarette product” means an electronic cigarette, an electronic cigarette substance, or a prefilled electronic cigarette.
- “Electronic cigarette substance” means any substance, including liquid containing nicotine, used or intended for use in an electronic cigarette.
- “Illegal Drugs” refers to drugs that state or federal law prohibits a person from using, possessing, or distributing. As used in this policy, the term “drug” or “drugs” includes all drugs and controlled substances intended to affect the structure or function of the body, those defined in Utah Code Ann. § 58-37-2, and those listed in Schedules I through V of either the federal Controlled Substances Act or the Utah Controlled Substances Act.
- “Imitation and Other Harmful Substances” refers to any harmful substances not otherwise defined in law or this policy. These include psychotoxic chemical solvents, nitrous oxide, performance-enhancing drugs, and any other substance that, when applied, ingested, injected, inhaled, or otherwise consumed with the intent to affect the structure or any function of the body; cause a condition of intoxication, elation, euphoria, dizziness, stupefaction, or dulling of the senses; or in any manner change, distort, or disturb the aural, visual, or mental processes.
- “Influence” refers to the state of a person affected by the application, inhalation, ingestion, injection, or consumption of a prohibited substance who is found on school or district property, including any vehicles, or at a school or district sponsored event.
- “Nicotine” means a poisonous, nitrogen containing chemical that is made synthetically or derived from tobacco or other plants.
- “Nicotine product” means an alternative nicotine product or a nontherapeutic nicotine product.
- “Off-campus, school-sponsored event” means any event sponsored by a school or the school district that is not on school property, including but not limited to sporting events, day camps, field trips, dances, or theatrical productions.
- “Over-the-counter drugs” refers to drugs that have a currently accepted medical use and for which a prescription is not needed.

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- “Paraphernalia” refers to objects that have been or may be used in connection with a prohibited substance including any equipment, product, or material used or intended for use to store, contain, conceal, inject, ingest, inhale, or to otherwise introduce any prohibited substance into the body.
- “Parent/Guardian” means any person who has legal guardian status over a student.
- “Possession/Use” refers to the possession or use of a prohibited substance on the individual’s person; in a bag or container under the control of the person; or in the person’s desk, locker, vehicle, etc.
- “Prescription Drug” refers to drugs for which a prescription is required as outlined in the federal Title 21 United States Code (USC) Controlled Substances Act. Examples include, but are not limited to, oxycodone, fentanyl, morphine, hydrocodone/codeine, cough suppressants, antibiotics, diet drugs, nonamphetamine stimulants, and long-acting barbiturates.
- “School” means any nursery, day care center, child care facility, Head Start program, kindergarten, elementary or secondary school, alternative learning center, or adult education center operated under the control of [district name].
- “Smoking” means the possession of any lighted or heated tobacco product in any form; inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or hookah that contains tobacco or any plant product intended for inhalation, shisha or non-tobacco shisha, nicotine, a natural or synthetic tobacco substitute; using an e-cigarette; or using an oral smoking device intended to circumvent the prohibition of smoking.
- “Staff” means any person employed by [district name] educational system in a full- or part-time capacity, any position contracted for by [district name], or anyone working on a volunteer basis. This term includes, but is not limited to, faculty, services personnel, chaperones, and vendors.
- “Student” means any person enrolled in the [district name] educational system.
- “Tobacco product” means any cigar, cigarette, or electronic cigarette, chewing tobacco, or any substitute for a tobacco product (including flavoring or additives to tobacco), and tobacco paraphernalia.
- “Tobacco-related devices” means ashtrays, cigarette papers, pipes for smoking, or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of tobacco products.
- “Visitor” means any person subject to this policy that is not a student or staff.



Appendices

Appendix G

Annual policy evaluation

This document outlines five essential components for effective school drug use prevention, along with examples and suggested staff development for each component. To ensure successful implementation, this evaluation should be used to guide improvements and determine impact on an annual basis.

School-district-level component

Component 1: School districts will adopt comprehensive drug prevention policies that include the following:

- Prohibitions against tobacco, alcohol, and other substance use by students, staff, and visitors on school property, including school vehicles, or at any school-sponsored, off-campus event or activity.
- Training for school staff regarding drug prevention policies and effective enforcement strategies.
- Procedures for communicating the drug policy to students, school staff, families, and visitors and ensuring that students perceive that the policies are enforced.
- Drug policy violation consequences that are not solely punitive and provide education or counseling rather than a discipline-only approach.
- Requirement that all students receive drug prevention education as found in the health core standards beginning in the first grade with booster sessions in later grades.
- Provisions for students to have access to programs to help them quit using tobacco.
- Prohibitions against accepting tobacco, alcohol, and other drug industry funds and curriculum.
- Prohibitions against students possessing/exhibiting tobacco-, alcohol-, and other substance-related paraphernalia or gear (e.g., cigarette lighters, clothing with tobacco or alcohol company logos).
- Information about cessation programs for school staff who want to quit using tobacco products.

Family and community-level component

Component 2: Districts and schools will create and maintain linkages to state and community drug prevention policies and programs that target children and youth.

- Designation of a district-level staff person to serve as a liaison to the local tobacco and/or drug prevention coalition or other similar community organization, if one exists.
- Participation in planning and implementing community programs through the local coalition.
- Support for community efforts that encourage policymakers to support tobacco and drug prevention policies that target children and youth.
- Coordination with local media to obtain coverage of school-based tobacco and other drug prevention events.
- Training for school staff and community members on fostering school/community partnerships to prevent substance use among youth.
- Collaboration with communities to prohibit tobacco and other substance advertising and to structure the physical environment to make it inconvenient for youth to use tobacco, alcohol, and other substances.
- Support and reinforcement of mass media messages aimed at reducing substance use among youth and young adults.
- Encouragement for youth participation in, and leadership of, a network committed to reducing substance use and advocating for policy change and improvements in the enforcement of laws governing youth access.
- Coordination of school programs with community activities to maximize the reach to all community members and to provide widespread support for substance-free behavior.

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Appendix G continued

School-level component

Component 3: Schools will implement effective substance prevention classroom instruction, as found in the health core standards in grades 1-6, 7th or 8th grade and Health II for 9th-10th.

- Full implementation of a developmentally appropriate multi-lesson curriculum that:
 - Includes instruction that addresses multiple psychosocial factors (e.g., short- and long-term consequences, social norms, and influences)
 - Contains content that is culturally relevant to the student population
 - Provides students with training and practice in the use of refusal and other life skills
 - Uses interactive delivery methods
 - Addresses smoking, smokeless tobacco, vaping, alcohol, and marijuana
 - Aligns with health education core curriculum standards
- In-person training for school staff on effective substance use curricula, including a review of the program content, modeling of program activities by skilled trainers, and opportunities for teacher practice.
- Substance use prevention instruction integrated as part of comprehensive school health education within the broader school health program.
- Integration of effective substance prevention strategies into core curricula areas, where possible.
- Training for school staff on assessment of health education standards as they pertain to substance prevention.

Component 4: Schools will provide assistance to students who want to quit smoking or using other tobacco products or other substances.

- Identification and referral of students to cessation programs

- Implementation of research-based cessation programs designed for adolescents.
- Interpersonal contact of the cessation instructor with potential participants and recruitment in school contexts (e.g., classrooms)
- Training for school staff on tobacco and substance cessation programs that have been shown to be effective with adolescents.
- Referrals to the “Utah quit services” (1-800-QUIT-NOW or waytoquit.org) for school staff who want to quit using tobacco products.

Component 5: Schools will engage parents and families in support of school-based substance prevention programs.

- Communication with families to explain district substance policies, enforcement strategies, and prevention goals.
- Request family volunteers for school and/or classroom substance prevention activities.
- Recruitment of family support for drug-free events on school property.
- Promotion of family involvement on planning committees to update drug-free school policies and set curricula.
- Homework assignments that encourage parental involvement in student learning about substance prevention concepts and skills.
- In-person, video-based, or online skills training for families that address:
 - Parental monitoring of their children’s activities, whereabouts, and friends
 - Parent-child communication about tobacco, alcohol, and other substances
 - Drug-free home policies
- Information about cessation programs for family members who want to quit using tobacco products.

Appendices

Appendix H

Staff training

Local health department professionals are a great resource for staff, community, and parent meetings. Take advantage of existing meetings (staff meeting, PTA/PTO, [required parent seminars](#), etc.) to provide training as needed.

Training	Training	Training
Updated Tobacco Information	School staff, parents/parent organizations, student leaders, community members	<ul style="list-style-type: none"> Education on dangers of tobacco and/or e-cigarettes use.
Update on Local Youth Use Rates	School staff, parent organizations, student leaders	<ul style="list-style-type: none"> Communicate the need for a comprehensive substance policy.
Enforcement	School staff, resource officers, law enforcement officers	<ul style="list-style-type: none"> Communicate how enforcement of the policy will take place. Inform the audience of their responsibilities.
Curriculum	Teachers (those specifically responsible for teaching the substance prevention curriculum)	<ul style="list-style-type: none"> Enable teachers to become proficient with substance use prevention materials. Utah Health Core Standards schools.utah.gov/prevention/substanceuse lifeskillstraining.com schools.utah.gov/curr/health
Cessation	School administrators, school counselors, school nurses, resource officers, parents	<ul style="list-style-type: none"> Inform audience of cessation services and communicate youth cessation referral process.
Youth Empowerment	Peer leaders	<ul style="list-style-type: none"> Implement a youth leadership program. Prepare youth to reach out to their peers. Implement drug prevention activities.
Building Networks and Coalitions	Advisory committee or others interested	<ul style="list-style-type: none"> Build capacity in developing and/or implementing community partnerships.

Appendices

Appendix I

Local health department and local prevention coordinators contact information

Bear River Health Department

Phone: 435-792-6510
655 East 1300 North
Logan, UT 84341
brhd.org

Central Utah Health Department

Phone: 435-896-5451
70 Westview Drive
Richfield, UT 84701
centralutahpublichealth.com

Davis County Health Department

Phone: 801-525-5070
22 South State Street
Clearfield, UT 84015
daviscountyutah.gov/health/

Salt Lake County Health Department

Phone: 385-468-5348
7971 South 1825 West
West Jordan, UT 84088
slco.org/health/

San Juan County Health Department

Phone: 435-359-0038
735 South 200 West #2
Blanding, UT 84511
sanjuanpublichealth.org

Southeast Utah Health Department

Phone: 435-637-3671
28 South 100 East
Price, UT 84501
seuhealth.com

Southwest Utah Health Department

Phone: 435-673-3528
620 South 400 East
St. George, UT 84770
swuhealth.org

Summit County Health Department

Phone: 435-333-1505
650 Round Valley Drive
Park City, UT 84060
summitcountyhealth.org

Tooele County Health Department

Phone: 435-277-2300
151 North Main Street
Tooele, UT 84074
tooelehealth.org

TriCounty Health Department

Phone: 435-247-1177
133 South 500 East
Vernal, UT 84078
tricountyhealth.com

Utah County Health Department

Phone: 801-851-7000
151 South University Avenue
Provo, UT 84601
health.utahcounty.gov

Wasatch County Health Department

Phone: 435-654-2700
55 South 500 East
Heber City, UT 84032
wasatch.utah.gov

Weber-Morgan Health Department

Phone: 801-399-7184
477 23rd Street
Ogden, UT 84401
webermorganhealth.org

Local prevention coordinators

Schools are encouraged to reach out to local prevention coordinators to assist with the creation and implementation of school policies. To find a local prevention coordinator, please visit: <https://sumh.utah.gov/contact/location-map/>.

Appendices

Appendix J

Public Health Law Center resources

[Disposing of E-cigarette Waste: FAQ for Schools and Other Institutions \(2023\)](#)

This publication provides a brief summary of considerations for schools and other institutions subject to the Resource Conservation and Recovery Act (RCRA) when dealing with the handling and disposal of mounting piles of e-cigarette hazardous waste.

[Student Commercial Tobacco Use in Schools: Alternative Measures \(2019\)](#)

This publication provides information about the effectiveness of measures other than suspension and expulsion in addressing student tobacco use as part of a school's commercial tobacco-free policy.

[Commercial Tobacco-Free K-12 School Model Policy](#)

This publication provides a model tobacco-free policy to serve as a guide for schools and school districts drafting their own tobacco-free policies.

[Commercial Tobacco-Free K-12 School Model Policy](#)

Questions & Answers (2019)

This publication provides a comprehensive model commercial tobacco-free policy for school districts and K-12 schools, with a detailed analysis in question/answer format of the reasoning behind each policy provision.

Appendix K

E-cigarette disposal resources

[Proper Management of E-cigarette Waste for Utah Schools](#)

This fact sheet provides information for Utah schools on proper disposal of e-cigarette waste provided by the Utah Department of Environmental Quality Division of Waste Management and Radiation Control. More in-depth information and tools for measuring e-cig waste can be found from DEQ. This website also includes a list of hazardous waste transporters.

[Disposing of E-cigarette Waste: FAQ for Schools and Other Institutions \(2023\)](#)

This publication provides a brief summary of considerations for schools and other institutions subject to the Resource Conservation and Recovery Act (RCRA) when dealing with the handling and disposal of mounting piles of e-cigarette hazardous waste.



Appendices

Appendix L

Guide references

- <https://www.samhsa.gov/marijuana>
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- <https://www.samhsa.gov/mental-health/mental-health-substance-use-co-occurring-disorders>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3683289/>
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Resources: tobacco-free guides from other states

- Colorado: https://rmc.org/wp-content/uploads/2014/12/2.02.02TFSToolkit_2013.pdf
- New Mexico: https://247newmexico.com/wp-content/themes/247nm/assets/resources/NM_Toolkit.pdf
- Texas: https://www.dshs.texas.gov/sites/default/files/tobacco/pdf/TobaccoFree_SchoolGuide_toolkit-2019.pdf
- Virginia: https://247campaignva.com/wp-content/themes/247va/downloads/YST_24-7_Tobacco_Free_Schools_Toolkit_8.26.2015.pdf

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