

GUIDE TO IMPLEMENTING A TOBACCO-FREE SCHOOL STRATEGY

QUÉBEC WILL BREATHE EASIER



TOBACCO ACT

Québec 

This document has been prepared for public school boards and private school licensees. It targets public and private preschools and primary and secondary education institutions. It is available online at www.msss.gouv.qc.ca/loi-tabac/.

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A WORD FROM THE MINISTER

Fully conscious of the serious public health problem posed by smoking and its duty to take steps to reduce smoking among Quebecers, the Government of Québec is actively committed to fighting tobacco use in our society. This commitment, backed by the 2006–2010 Québec Anti-tobacco Plan, reflects an international effort to fight smoking that is supported, among others, by the World Health Organization.

Smoking remains an issue because it is addictive, and the vast majority of new victims are youth. This is one of the most troubling aspects of the problem. We must therefore do whatever it takes to dramatically and consistently lower new smoker rates. This means directly addressing young people to dissuade them from smoking before they start, but also changing social standards and institutions so that they no longer encourage or accept the presence of nicotine in the lives of youth.

The Québec Tobacco Act, a compendium of measures targeting the use, sale and promotion of tobacco, is the government's best tool for achieving those objectives. In June 2005, the National Assembly adopted a series of measures strengthening the Act, entering a new stage. Among the new measures, the Act now prohibits selling or supplying tobacco to minors within premises and buildings placed at the disposal of preschool, elementary and secondary educational institutions, as well as smoking on all school grounds. The bans take effect on September 1, 2006.

From an ethical standpoint, these measures are in perfect line with school's mission to educate and provide an environment conducive to the development of a healthy lifestyle. Combining such efforts with the launch of the Healthy Schools approach provides an opportunity to apply the legislation in a promotional and preventive context integrating all school concerns regarding the overall health and well-being of youth.

The *Guide to Implementing a Tobacco-free School Strategy* is aimed at school officials and provides information to support their reflections and initiatives. It is also intended to help them ensure the smooth and effective implementation of the new Tobacco Act provisions in the areas under their responsibility as part of a comprehensive integrated effort to fight smoking and promote health and well-being for all young Quebecers.

Minister of Health and Social Services

Philippe Couillard

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INTRODUCTION

In June 2005, the National Assembly adopted a series of measures strengthening the Tobacco Act. Among them are provisions that prohibit supplying tobacco to minors within premises and buildings placed at the disposal of preschool, elementary and secondary educational institutions, as well as smoking on all school grounds. The bans take effect on September 1, 2006.

New legal responsibilities now apply to the operators of the institutions, namely school boards and private school permit holders, requiring them to provide the necessary support to ensure all their institutions comply with the Act.

This guide proposes a process to facilitate enforcement of Tobacco Act provisions concerning the non-use of tobacco on school grounds. Since these measures are essentially preventive and educational, with a view to promoting public health, the recommendations in this guide will help schools implement tobacco-free school strategies as part of a comprehensive effort to fight youth smoking.

In addition to providing information on the Tobacco Act, the guide describes the school framework for delivering this strategy and suggests a series of concrete actions, means, and tools to put it into place. However, it is up to officials at each school to adapt this guide to their own school's specific needs and circumstances.

Schools are strongly advised to begin this process **as soon as possible** in winter 2006 to prepare the entire school community for the legislation's entry into effect on September 1, 2006.

SECTION I
THE TOBACCO ACT
AND SCHOOL GROUNDS

SECTION I

THE TOBACCO ACT AND SCHOOL GROUNDS

1. WHAT DOES THE ACT SAY ABOUT SCHOOL GROUNDS?

Smoking prohibited

Beginning September 1, 2006, it is prohibited for anyone to smoke on the grounds placed at the disposal of preschool, elementary and secondary educational institutions (public schools and private educational institutions) during the hours the institutions are open to students.

Supplying of tobacco to minors prohibited

Beginning September 1, 2006, it is prohibited for anyone to supply tobacco to a minor on the grounds and within the premises or buildings placed at the disposal of preschool, elementary and secondary educational institutions (public schools and private educational institutions).

The operator's responsibilities

Who is the operator?

Public school boards and private school permit holders are considered the operators of their respective institutions.

Obligations under the Act

Operators of premises subject to the tobacco use regulations are responsible for ensuring compliance within the premises. As such, the authorities in preschool, elementary and secondary educational institutions must:

- post notices visible to the persons using the school grounds indicating that smoking is prohibited on the grounds; and
- refuse to tolerate smoking in any area in which it is prohibited.

Authority

In order to assume these responsibilities, the operators of educational institutions are empowered to use their management powers to take disciplinary or other action that is appropriate for the clientele involved. The competent authorities in each institution should incorporate the measures into their existing rules of conduct and treat them as such.

See **Appendix I** for the Act's treatment of vocational training centres, adult education centres, cegeps, universities and places where community and recreational activities intended for young people are held.

MSSS responsibilities

A team of inspectors from the Ministère de la Santé et des Services sociaux (MSSS) monitors compliance with the measures in the Tobacco Act concerning school grounds, and verifies that the operators of the institutions are meeting their enforcement responsibilities. The MSSS may inspect premises if it receives a complaint that the Tobacco Act is not being complied with.

Offence penalties

Anyone who violates the Act is subject to prosecution, and may be required to pay a fine.

- A preschool, elementary school or secondary school operator who fails to fulfill his or her responsibilities regarding tobacco use on school grounds is liable to a fine of \$400 to \$4,000, followed by a fine of \$1,000 to \$10,000 for a repeat offence.
- Anyone who smokes on preschool, elementary school or secondary school grounds during the hours the school is open to students is liable to a fine of \$50 to \$300, followed by a fine of \$100 to \$600 for a repeat offence. For minors, the maximum fine is \$100.
- Anyone who supplies tobacco to a minor on the grounds or within the premises of a preschool, elementary school or secondary school is liable to a fine of \$100 to \$300, followed by a fine of \$200 to \$600 for a repeat offence. For minors, the maximum fine is \$100.

More information on how the Tobacco Act applies to school premises:

Québec City area: 418-646-9334

Elsewhere in Québec: 1-877-416-8222

To consult the full text of the Tobacco Act:

<http://www.msss.gouv.qc.ca/sujets/santepub/tabac.html>

2. WHY THIS ACT?

Cigarettes create a powerful addiction, make people sick, and kill. The best way to avoid these harmful effects is to never start smoking.

In Québec, the average age of first-time smokers is twelve. By this time, children have already had numerous opportunities to become familiar with cigarettes, as they have frequently seen people smoking, either at home, in public, or at school. Despite notable improvement in Québec, our cultural environment still sends messages and creates conditions that encourage youth to experiment with smoking and that reinforce smoking behavior. Examples include easy access to tobacco, the presence of smokers among the significant adults in the lives of youth and the role models portrayed by the media, and social acceptance of this habit despite the dangers and costs to society.

Legislative measures such as the Tobacco Act that apply to school grounds are part of the 2006–2010 Québec Anti-tobacco Plan, which includes a combination of synergistic implementation strategies to simultaneously fight all facets of the problem of tobacco use. The Plan sets out three objectives:

- Prevent young people from taking up smoking
- Protect nonsmokers from the adverse health effects of second hand smoke
- Promote and support efforts to quit smoking

Plan strategies primarily focus on legislative measures to fight the use, supply, and promotion of tobacco, and on awareness and education, notably through mass communication, smoking cessation support services, mobilization, and partnership development.

An anti-tobacco strategy for schools combining strict enforcement of the smoking ban with preventive measures and smoking cessation support will help reduce tobacco use and the number of smokers among young people. It can also help delay the onset of tobacco use. Youth are less likely to start smoking if they have less opportunity to smoke, obtain tobacco, or see smoking as normal, inconsequential behavior, particularly among significant adults. When they realize that smoking is not socially acceptable, some may decide to cut their first experiences short, and those who smoke may even decide to quit.

In keeping with their educational mission and their position as one of the most significant environments for youth, schools must lead Québec society's efforts to curb smoking.

SECTION II
A STRATEGY THAT'S
PART OF SCHOOL LIFE

SECTION II

A STRATEGY THAT'S PART OF SCHOOL LIFE

1. INTRODUCTION

To enforce the Act, operators of educational institutions must make certain decisions and take steps within the scope of their authority and responsibilities under the Act. These obligations, decisions, and actions can be combined in what has been dubbed a “tobacco-free school strategy.” This main goal of this strategy is to provide a means of applying and enforcing the Tobacco Act and to make it part of a comprehensive effort to fight youth smoking.

The tobacco-free school strategy is a positive, preventive step designed to become part of the school's educational and social mission and to complement existing anti-tobacco activities. The legal and regulatory framework governing schools provides support for this strategy.

2. THE FUNDAMENTAL SCHOOL FRAMEWORK

Through their structure and fundamental framework, schools provide a strong foundation for a strategy to promote a tobacco-free environment and smoking cessation. For example, the Québec Education Program mobilizes all players, while the complementary services offered by school boards can help coordinate efforts.

Québec Education Program

Students are entitled to the educational services set out in the Québec Education Program.¹ Various aspects of this program can serve as anchors for implementation of the strategy, notably:

- Physical education and health, which encourage students to adopt a healthy, active lifestyle
- Cross-curricular competencies, such as using information, solving problems, exercising critical thinking, and achieving their full potential, which can give students the tools to take responsibility for their health
- Broad areas of learning, including Health and Well-being, Environmental Awareness and Consumer Rights and Responsibilities, and Citizenship and Community Life, which teach students to:
 - Take responsibility for adopting good living habits in terms of health, safety, and sexuality
 - Develop an active relationship with their environment while using critical judgment with respect to consumer goods and the environment
 - Take part in the democratic life of the classroom or school and develop a spirit of openness to the world and respect for diversity²

The development of cross-curricular competencies and broad areas of learning are the shared responsibilities of all school staff.

¹ QUÉBEC, MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT, Québec Education Program – Secondary School Education, Cycle One. Québec City MSSS, 2003, p. 481.

² Ibid., p. 23, 25, and 28.

Complementary educational service programs³

Students are also entitled to four complementary service programs established by their school boards. Schools must take these programs into account in their educational projects and implement them through their success plans. In accordance with the Basic School Regulation,⁴ these programs include:

- Support services designed to provide students with conditions conducive to learning
- Student life services designed to foster students' autonomy, sense of responsibility, moral and spiritual dimensions, interpersonal and community relations, and sense of belonging to the school
- Counseling services designed to help students with their paths of learning, their academic and career choices, and any difficulties they may encounter
- Promotion and prevention services designed to provide students with an environment conducive to the development of a healthy lifestyle and skills that are beneficial to their health and well-being

The Basic School Regulation also designates twelve complementary services, including health and social services, which must contribute to the implementation of these four programs. Organizing services around four programs makes it possible to focus efforts on students' needs, maintain a comprehensive perspective on youth, promote dialogue among school staff and with all partners, and avoid compartmentalization, thereby making the most of all efforts to promote students' educational success.

The Québec Education Program and the complementary service programs work in synergy, and are further echoed in school educational projects and success plans. Together, they are the focal point for all school educational activities.

Figure 1 summarizes the fundamental school framework.

3. DEPARTMENTAL FOUNDATIONS

The agreement for the complementarity of services between the health and social services network and the education network⁵ highlights the need for a continuum of integrated services, particularly between the Québec Education Program and complementary service programs, but also including health promotion and prevention services provided by health and social service centers (CSSS).

The agreement also calls for the deployment of a comprehensive and coordinated intervention in health promotion and prevention within the educational community through an approach known as Healthy Schools. This approach has been incorporated into planning by both MSSS and Ministère de l'Éducation, du Loisir et du Sport (MELS).

- The MELS 2005–2008 strategic plan⁶ seeks to encourage school boards to implement the Healthy Schools approach in their institutions
- The 2005–2010 MSSS strategic plan⁷ includes a target to implement the Healthy Schools approach in schools, in partnership with the education network and other community partners.

3 Government of Québec, *Complementary Educational Services: Essential to Success*, Québec City, Ministère de l'Éducation, 2002, 59 p.

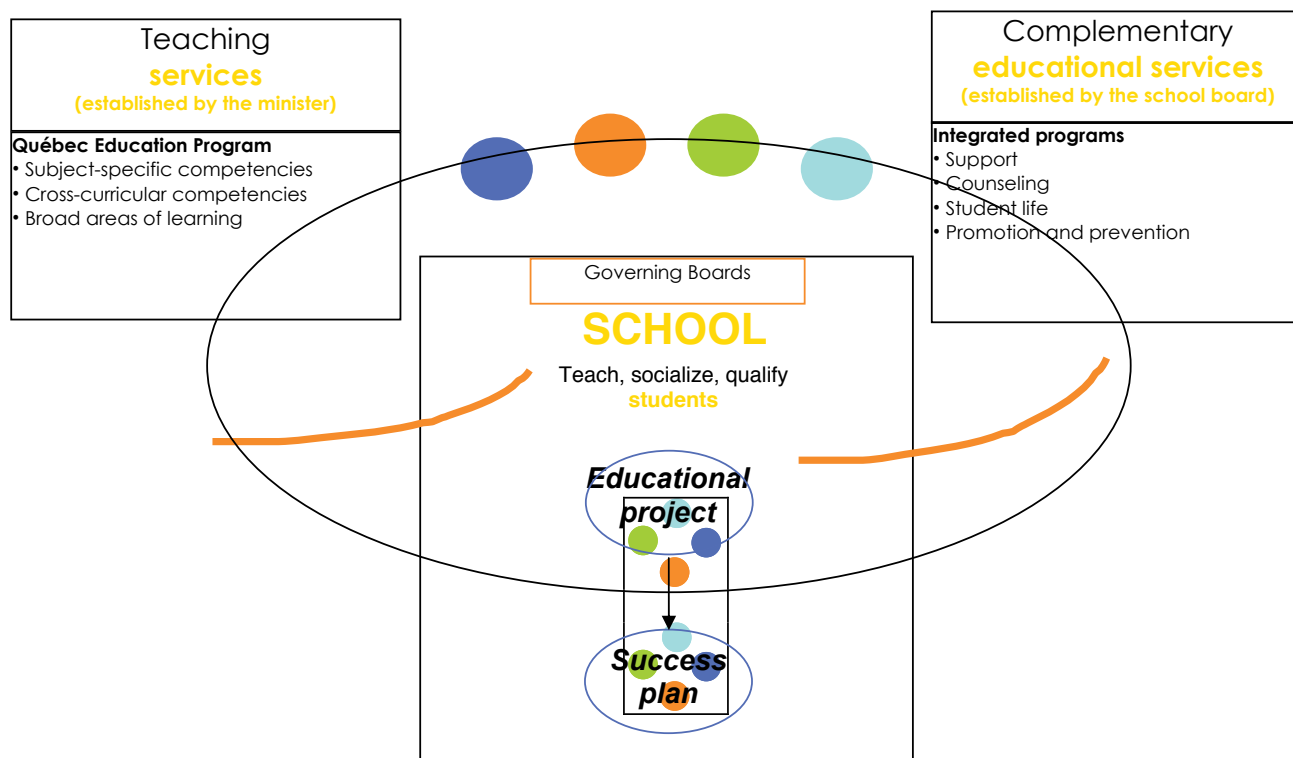
4 Government of Québec, *Basic School Regulation for preschool, elementary and secondary education*, Québec City, Government of Québec, September 1, 2005, Articles 3, 4, and 5.

5 Government of Québec, *Two networks, one objective: the development of youth. Agreement for the complementarity of services between the health and social services network and the education network*, Québec City, Government of Québec, 2003, 34 p.

6 Québec, Ministère de l'Éducation du Loisir et du Sport, *Plan stratégique du ministère de l'Éducation du Loisir et du Sport 2005–2008*, Québec City, MELS, 2005, 33 p.

7 Québec City, Ministère de la Santé et des Services sociaux, *Plan stratégique 2005-2010 du ministère de la Santé et des Services sociaux*, Québec City, MSSS, 2005, 47 p.

Figure 1. The fundamental school framework



Les cercles paraissant au haut du schéma représentent diverses « initiatives » qui sont proposées aux écoles pour soutenir la réussite des élèves par rapport à différentes réalités, par exemple l'approche École en santé, la stratégie Agir autrement et l'approche orientante. Arrimées aux programmes de services complémentaires et au Programme de formation de l'école québécoise, ces initiatives s'enracinent elles aussi dans le projet éducatif et le plan de réussite de l'école.

- Québec's National Public Health Program 2003–2012⁸ includes among its activities "Developing and implementing, in collaboration with the education network and other community partners, a comprehensive and coordinated intervention to promote the health and well-being of children and adolescents and to prevent social adjustment problems."

In terms of prevention and promotion services with respect to healthy lifestyles and chronic diseases, the priorities of the National Public Health Program 2003-2012 include:

- "Designing and organizing activities in primary and secondary schools that focus on the adoption of healthy lifestyles—including not smoking, healthy eating, exercise and dental hygiene—as part of a comprehensive and coordinated intervention in health promotion and in prevention"
- Promoting the creation of safe, accessible environments and contexts of activity that favour regular physical activity
- Organizing communication campaigns focused on the adoption of healthy lifestyles (including not smoking)

8 Government of Québec, National Public Health Program 2003-2012, Québec, Ministère de la Santé et des Services sociaux, 2003, 133 p.

4. A STRATEGY CONSISTENT WITH THE HEALTHY SCHOOLS APPROACH⁹

Since the Healthy Schools approach is relatively new to MSSS and requires a firm footing in the schools, implementation rates will vary depending on the region and educational community.

The new measures in the Tobacco Act apply to all schools, regardless of whether they are involved in the Healthy Schools approach or not. Schools implementing the approach may choose to combine development of their tobacco-free school strategy with deployment of Health Schools, which encourages enforcement of the legislative measures through healthy lifestyle promotion and addiction prevention, including tobacco. The approach's emphasis on teamwork and dialogue may also help foster school recognition of the whys and wherefores of the strategy and secure support for harmonious and effective implementation (see inset).

To the extent that this perspective is adopted, the school can also draw on the Healthy Schools approach for inspiration in developing its tobacco-free school strategy. Figure 2 provides an example of a strategy consistent with the Healthy schools approach.

Overview of the Healthy Schools approach

The Healthy Schools philosophy is a favoured vehicle for preventing social adjustment problems among youth, but also for promoting healthy lifestyles and preventing chronic diseases.

The approach targets all key factors of youth development simultaneously (self-esteem, social skills, healthy living habits, safe and healthy behaviours, favourable environments, prevention services). Through integrative actions, it aims to promote student health, well-being, and educational success, while preventing problems that could compromise their development, such as addiction (including tobacco), obesity, dropping out, psychological distress, and violence.

Healthy Schools uses a comprehensive, coordinated planning approach that brings together schools, families, and communities in order to foster complementarity and continuity by drawing on acquired knowledge and best practices. The approach seeks to optimize health promotion and prevention services for youth by:

- Analyzing school situations and integrating educational and health concerns into school educational projects and success plans
- Recognizing and building on previous initiatives and setting priorities based on a comprehensive, coordinated approach to young people's health and well-being
- Ensuring that all messages and actions are coherent and working to make promotion and prevention activities more effective
- Fostering consultation and mobilization in the education community to support and optimize actions taken in the school

⁹ Government of Québec, Healthy Schools. Guide for the education community and its partners. For the educational success, health and well-being of young people. Québec City, Government of Québec, 2005, 64 p..

Figure 2. Example of a strategy consistent with the Healthy Schools approach

A COMPREHENSIVE, COORDINATED APPROACH



INFLUENCE KEY FACTORS IN YOUTH DEVELOPMENT

• Living habits	No smoking
• Environment	Healthy environment Parent awareness Consistent promotion of a social standard that encourages a healthy lifestyle including no smoking
• Social skills	Knowing how to respond to rules Internalizing and respecting rules Various skills related to participation in strategy implementation
• Self-esteem	Abilities and competency related to participation in strategy implementation
• Prevention services	Smoking cessation support activities

SECTION III
STRATEGY DEVELOPMENT
AND IMPLEMENTATION

SECTION III

STRATEGY DEVELOPMENT AND IMPLEMENTATION

1. DEFINING THE PRINCIPLES OF A STRATEGY

The principles underlying the strategy should attest to its positive, preventive approach by:

- Reasserting the school's concern for health and well-being in the educational project and resulting success plan
- Reaffirming the school's role as a life space that promotes the healthy, smoke-free environment to which students and staff are entitled
- Making the everyday school environment more consistent with activities promoting a healthy lifestyle
- Strengthening the positive role that adults in school play as models for students
- Ensuring implementation of a smoking prevention and cessation support plan

2. MOBILIZING KEY PLAYERS IN THE SCHOOL

Obtaining the school community's commitment and support is a key step in developing and implementing the strategy. The more that groups and individuals get involved, the stronger the support for a tobacco-free school, and the more effective the implementation.

Management team

From the outset, the principal should get the management team and, where appropriate, school staff directly involved in deciding on the basics of the strategy and the main means for successful implementation.

Key groups

It is important to consult the key groups in the school community and get them involved in drawing up the strategy and determining their own role in implementation. These roles vary depending on their responsibilities, with the governing board (or board of directors) playing a pivotal role in incorporating the strategy into the educational project and resulting success plan.

The principal is advised to meet with the following groups, using the consultation mechanisms in place:

- Governing board (or board of directors)
- Parent participation organization and other parent bodies
- Staff representatives (teachers, support staff, complementary service staff)
- Student council
- Union committee
- Health promotion committee (or the Healthy Schools committee, if already established)

The school principal could form a new committee or work with an existing health committee made up of representatives of key players in the school, i.e., management, staff, governing board, parents, and students. The committee's job would be to recommend and implement actions related to the strategy.

Student council to mobilize peers

Student cooperation in developing and implementing the strategy is an essential part of a coordinated approach. Direct student involvement in organizing peer-to-peer awareness activities is known to be one of the most effective ways to mobilize students and have a positive impact on their attitudes and behaviors.

Along with the recommendations from those spearheading the strategy, student councils should be asked to draw up and implement specific peer mobilization strategies as part of the comprehensive strategies being developed to ensure enforcement of the Tobacco Act rules at their schools. Certain incentives may help motivate student council to do so (e.g., support for their organization, special recognition).

3. ANALYZING THE SCHOOL SITUATION

The strategy should be designed to reflect school community realities and concerns regarding tobacco use, while also taking into account the resources and activities already in place. People who recognize themselves in the principles set forth in the strategy will be more motivated to support it than those who only see it as a list of restrictions.

It is therefore important to quickly, simply collect information on tobacco use and school community views on a tobacco-free school, then identify relevant issues that must be taken into account when drawing up and implementing the strategy. This could be achieved by using information gathered in any recent analyses conducted for the purposes of a school educational project and success plan or Healthy Schools strategy. Complementary data on the issue could also be collected by a variety of means:

- Conducting a survey
- Holding a round table with key players
- Consulting study data

Since the situational analysis is a preparatory step, it may be a good opportunity to inform students, staff, and parents that the process of applying the Tobacco Act has begun at their school. Indeed, it is important to talk about the upcoming tobacco-free school environment repeatedly and provide information throughout the planning processes.

See **Appendix II** for situational analysis tools.

4. IMPLEMENTING TOBACCO ACT ENFORCEMENT RULES

Like all efforts to ensure respect for school rules, Tobacco Act compliance initiatives must include:

- Inclusion of no smoking rules into the code of conduct, as set out in the Act
- A listing of the consequences and remedial actions for failure to comply with the rules
- Issuance of statements of offence when necessary

The rules prohibiting tobacco use on school grounds should clearly designate the locations in question using the names by which they are commonly known (e.g., parking lot, playground, etc.). They should also stipulate that the rules apply to all students, staff, and anyone on school grounds

Consequences and remedial actions for failure to comply

These rules should be handled in the same way as other rules related to the code of conduct, including the monitoring necessary to ensure compliance. Rigorous enforcement and progressive consequences for Tobacco Act violations will show that school officials are serious about ensuring compliance. Since the strategy is preventive in nature, it is particularly important that consequences:

- Use a positive approach, including meetings and the possibility of taking remedial action for the infraction
- Refer to the purpose of the regulation (why no smoking) and the notion of responsibility (“making up for” or “making amends for” the infraction)
- Vary based on the number of occurrences and whether the person in question is a student, staff member, or visitor

Table 1 provides an example of how the rules may be applied to students. As for personnel, school officials should base rules on the regular penalties they impose under the Tobacco Act.

Tableau 1. Example of enforcement of Tobacco Act rules among students

Infraction	Possible Consequences	Possible Remedial Actions
1st infraction	Notice sent to student and parents Tobacco confiscated Loss of privileges Meeting with the principal and the school nurse or other staff person	An essay or other task in relation to the infraction Community work
2nd infraction	Tobacco confiscated and given to parents Meeting with parents Meeting with principal and the school nurse or other staff person	An essay or other task in relation to the infraction Community work
Last resort	Statement of offence	Community work Fine

Statements of offence (Ticketing)

Operators of educational institutions may have recourse to legal penalties (statements of offence and fines) if they show that their management authority, including disciplinary authority, is not sufficient to enable them to fully assume their responsibilities for enforcing the Tobacco Act on school grounds. These penalties can only be applied by local inspectors appointed for this purpose by the Minister of Health and Social Services under the Tobacco Act. These inspectors will be responsible for issuing statements of offence to adults or students aged fourteen or over who smoke in places where it is prohibited to do so. However, interventions by inspectors shall be conducted under the responsibility of the operators of educational institutions.

For more information on local inspections:

Mail: Service de lutte contre le tabagisme
Ministère de la Santé et des Services sociaux
1000 route de l'Église, Québec City, QC G1V 3V9

Email: loi-tabac@msss.gouv.qc.ca

Phone: Québec City area: 418-646-9334
Elsewhere in Québec: 1-877-416 8222

5. ESTABLISHING MANAGEMENT MECHANISMS FOR SPECIAL SITUATIONS

Complaints

To optimize implementation of the strategy, school officials should receive and handle related complaints. It is therefore important to develop a complaint submission, receipt, and processing system and to inform the school community. This mechanism will also enable you to measure compliance with the Tobacco Act in the school. If necessary, monitoring activities can be adjusted accordingly. Note that complaints should be used to identify the locations where infractions are committed, not the people in question.

Managing new situations

The strategy implementation process, particularly the situational analysis, may reveal challenges or situations likely to cause problems during implementation. Whenever possible, it is a good idea to plan for ways of avoiding, attenuating, or managing these potential problems should they arise.

The problems most likely to occur include the following:

- Students smoking or supplying tobacco at the school property line or on neighboring property. While the school operator is no longer responsible, such situations can cause student safety or civic problems because of busy road crossings, students clustering in “gangs,” lack of respect for property, or vandalism. Such problems can be greatly reduced or avoided altogether if students are informed and involved from the first stages of implementation. In more difficult cases, school management could ask the school resource officer with the local police force to step up patrols in the areas in question.
- Visitors smoking at sporting events: This can be prevented with clear “No Smoking” signs at entrances to stadiums and stands, notices in the activity program, or announcements during the event. Visitors who fail to comply should be briefly told why the new rules have been put into place and asked to leave school grounds to smoke.

6. IMPLEMENTING A SMOKING PREVENTION AND CESSATION SUPPORT PLAN

To facilitate enforcement of the Tobacco Act and promote its positive impact on young people’s choices with regard to smoking, studies show that combining legislative action with smoking prevention initiatives—including support for students and staff who wish to quit—is essential.

Characteristics of an effective plan

There are many ways to develop these actions or build on existing actions for students, staff, and parents. To be effective, they should address the various aspects of the youth smoking problem by:

- Combining a variety of actions that are available on a continual basis
- Anchoring initiatives in the various aspects of youths’ lives, including their school, social, cultural, sporting, recreational, and/or family activities
- Informing target groups of the negative short and long term effects of smoking
- Encouraging target groups to consider the social influences that lead them to smoke (peers, adults, media)
- Exploring misconceptions (e.g., the percentage of peers who smoke), as well as the social motivations for smoking (peer acceptance, image)
- Provide the opportunity to acquire skills and abilities to resist these influences and quit smoking

Examples of initiatives

- Promote Québec anti-smoking campaign activities
- Distribute anti-smoking literature to students, staff, and parents
- Add or step up mobilization activities (e.g., Gang allumée, In Vivo)
- Incorporate the “no smoking” theme into the learning situations in various subjects areas (math, science and technology, physical education and health) as part of broad areas of learning
- Promote or support initiatives to organize schoolyard activities and revitalize the schoolgrounds with a view to encouraging a clean, smoke-free environment
- Refer people who wish to quit smoking to existing community resources (e.g., CSSS quit smoking center, toll-free J’arrête hotline, websites, and support literature)
- Create a buddy system for student and adult smokers who wish to quit

See **Appendix IV** for examples of smoking awareness, prevention, and cessation support resources.

7. MOBILIZING THE COMMUNITY

In addition to coordination, those involved in implementing the strategy will also be asked to help mobilize the school community and elicit their participation and cooperation.

Mobilization activities should generally aim to **inform** target groups about the strategy and its implications **and mobilize** as many people as possible in order to foster smooth and effective implementation, both **before** and **after** the new Tobacco Act measures concerning school grounds enter into effect.

Coordinating these initiatives with the smoking prevention and cessation support plan would help create an atmosphere even more favorable to a tobacco-free school. It is also very important to coordinate initiatives with student council mobilization activities.

7.1. MOBILIZING A MAXIMUM NUMBER OF INDIVIDUALS AND GROUPS

It is important to announce the Tobacco Act enforcement rules and strategy **as soon as possible** (winter 2006) to a **broad** audience, send reminders if necessary, and, at the same time, garner **support** and cooperation for the strategy’s implementation.

Examples of target groups and means of communication:

- Staff and students, through posters, memos, intercom announcements, or other school communication tools
- Smokers (students, staff), in a brief meeting
- Parents, by letter, at an assembly, talk, or information workshop, or through other school communication tools
- Regular visitors to the school, in a letter or a brief conversation (e.g., bus drivers, suppliers of goods and services, workers from other organizations)

- Retailers, especially with regard to not supplying tobacco to youth. Ask for their “active” support (e.g., that they remind youth of their legal obligations as retailers and post a notice stating that they do not sell tobacco to minors)
- Community organizations, with a view to establishing cooperation agreements with groups such as school boards; health and social services centers (CSSS); youth round tables; municipal bodies; local police forces; youth centers; groups working in underprivileged areas (e.g., Québec en forme); other community organizations; regional tobacco respondents and Healthy Schools representatives at local healthcare and social service development agencies; and representatives of regional and local concertation mechanisms on the agreement for the complementarity of services between health and social services network and the education network.
- Members of the community, such as public figures, neighborhood committees, or other local associations, to ask them to talk about the strategy and express their support (through public statements, in speeches at the school or at parent or public gatherings, in the media)

See **Appendix III** for community mobilization tools.

7.2. SELECTING AND DISSEMINATING THE APPROPRIATE

MESSAGE

General information

Information on the strategy and its implications should include some or all of the following elements, depending on the target group:

- Date at which Tobacco Act measures enter into effect
- Restrictions set out in the Tobacco Act
- Principles of the strategy
- Reason for the strategy
- Consequences of violating the provisions of the Tobacco Act
- Persons responsible for enforcing the Tobacco Act
- Complaint mechanism for Tobacco Act violations

Messages to students

To maximize student cooperation, messages to students should:

- Help them understand that this strategy stems from a concern for their health and well-being, given the dangers of smoking and the powerful addiction tobacco creates
- Convince them that school officials are serious about enforcement
- Encourage them to take advantage of the change and the support available to quit smoking
- Foster a spirit of understanding and support among nonsmokers for their peers who smoke

Messages to school staff

Since the rules also apply to staff, their support is essential, although some individuals may resist. Information on the strategy should motivate them to:

- Assume their roles as positive models for students and fully comply with the rules
- Endorse the strategy's importance as part of the educational mission of the school and its staff
- Encourage them to take advantage of the change and the support available to quit smoking

Messages to parents

Parents and family members play an important supporting role in creating and maintaining a tobacco-free school. They must be well-informed of the school's strategy. They can also greatly facilitate application of the strategy by agreeing to:

- Support school management in implementing the strategy
- Support youth participation in anti-smoking activities
- Support their children in their personal efforts to quit smoking
- Stop smoking themselves, or be buddies to young smokers trying to quit
- Emphasize the importance of a tobacco-free lifestyle inside and outside the home
- Serve as positive role models, whether they are smokers or not (not supplying tobacco, encouraging young people not to start smoking or to quit)
- Make sure their children are aware of the consequences of violating the Act in school or on school grounds

7.3. USING CLEAR SIGNAGE

No later than September 1, 2006, clear, visible "No Smoking" signs must be installed in various strategic locations on school grounds.. Examples:

- School entrances and exits
- Parking lots
- Places where sports, cultural, and community activities are held
- Inside the school (as required since 1998)

To order No Smoking signs and stickers for use inside the school:

Online: www.msss.gouv.qc.ca/sujets/santepub/tabac.html

Toll free: 1-877-416-8222

Québec City area: 418-646-9334

7.4. ANNOUNCING THE COMING INTO EFFECT OF RULES FOR ENFORCING THE ACT

It may be a good idea to organize a special activity (event, special announcement) to inform the entire school community that the new rules to enforce compliance with the Tobacco Act on school grounds are entering into effect.

SECTION IV
CRITICALLY EXAMINING
THE ACTIONS

SECTION IV

CRITICALLY EXAMINING THE ACTIONS

It is advisable to develop a simple mechanism for evaluating implementation of the strategy beginning in the initial stages. Whatever the scope or framework of the evaluation, it should provide the opportunity to:

- Take a step back from the activities and their purpose
- Make informed adjustments
- Assess the short and long term impact of the strategy
- Answer the following fundamental questions: Did we achieve what we set out to do? What lessons did we learn along the way? What did we gain? What should we change in light of these results?

At the beginning of the implementation process, an adjustment period may be necessary. It may be best to keep a close eye on decisions and initiatives and readjust them as needed. An evaluation mechanism can help those involved take a critical look at various aspects, including the following:

- Strategy results:
 - Is everyone complying with the Tobacco Act in the school and on the grounds?
 - Has support for the strategy changed since the launch?
 - How involved was the school community in drawing up the strategy (students, school staff, parents)?
In implementing it?
 - What is the level of participation in smoking prevention activities? Smoking cessation support activities?
 - Has the number of smokers at the school changed (students, adults)?
- Regarding initiatives:
 - What needs to be done, improved, terminated?
 - What needs to be adjusted or further developed?
 - What are the successes and failures with respect to the situational analysis?

The evaluation should be adapted to school needs. A variety of methods can be used, from a simple logbook to questionnaires, discussion groups, and interviews.

It is advisable to keep the school community up-to-date on the actions taken and progress achieved. The more those involved monitor implementation and success, the more support for a tobacco-free school will grow and compliance will become firmly rooted in the school.

APPENDICES

APPENDIX I

THE TOBACCO ACT AND VOCATIONAL EDUCATION CENTERS, ADULT EDUCATION CENTERS, CÉGEPs, UNIVERSITIES, AND PLACES WHERE YOUTH COMMUNITY AND RECREATIONAL ACTIVITIES ARE HELD

Note: This appendix is available online at www.msss.gouv.qc.ca/sujets/santepub/tabac.html.

In June 2005, the Tobacco Act was strengthened following the adoption of legislative amendments further restricting the use and sale of tobacco. New legislative measures now apply to vocational training centres, adult education centres, cegeps, universities and places where community and recreational activities intended for young people are held.

WHAT DOES THE ACT SAY?

Any place where community and recreational activities intended for young people are held, other than a personal dwelling (e.g., youth centres)

- Smoking is prohibited inside.
- Smoking rooms are prohibited inside.
- Smoking is prohibited outdoors within a nine-metre radius of any door leading to the place.

Vocational training centres, adult education centres, cegeps and universities

- Smoking is prohibited inside.
- Smoking is prohibited outdoors within a nine-metre radius of any door leading to the place.

The bans take effect on May 31, 2006.

More information on the application of the Tobacco Act:

Québec City area: 418 646-9334

Elsewhere in Québec: 1-877-416 8222

To consult the full text of the Tobacco Act:

<http://www.msss.gouv.qc.ca/sujets/santepub/tabac.html>

APPENDIX II

SITUATIONAL ANALYSIS TOOLS

- Examples of information to collect on tobacco use
- Sample survey for staff, parents, and the community
- Sample survey for students

Note: All of these tools are available online at www.msss.gouv.qc.ca/sujets/santepub/tabac.html.

EXAMPLES OF INFORMATION TO COLLECT ON TOBACCO USE

- What is the percentage of smokers at the school (students, adults)?
- What are the community's perceptions and concerns regarding a tobacco-free school (e.g., discomfort or complaints about smoke, desire for a healthy and clean environment)?
- What concerns or problems are anticipated in enforcing the Act?
- What is life like in the schoolyard? Throughout school grounds?
- What educational or promotional activities are already in place that could support a tobacco-free school strategy (e.g., Gang allumée, smoking cessation workshops)?
- What were the successes and problems of previous tobacco-reduction activities at the school?

SAMPLE SURVEY FOR STAFF, PARENTS, AND THE COMMUNITY

Part A – Effects of second hand smoke

1. In general, how does second hand smoke affect you? (Check all that apply.)

- I have physical reactions (headaches, irritated eyes, nausea, etc.).
- I have health problems that are aggravated by second hand smoke (heart disease, respiratory illnesses, allergies, etc.).
- I need to go out and get some fresh air.
- I have problems sleeping at night because of symptoms related to tobacco smoke (e.g., nasal congestion).
- I'm uncomfortable asking smokers not to smoke around me.
- I sense tension between smokers and nonsmokers.
- Other effects (explain):

Part B – Smoking at school

2. In my opinion, a ban on smoking on school grounds would help...

- Prevent young people from starting to smoke
- Motivate student smokers to quit smoking
- Motivate adult smokers to quit smoking

3. It bothers me that people (students or adults) smoke in the schoolyard.

- Yes

Why? _____

- No

4. In my opinion, a ban on selling or giving out tobacco at school would help...

- Prevent young people from starting to smoke
- Motivate student smokers to quit smoking
- Motivate adult smokers to quit smoking

Part C – Tobacco-free school strategy

5. Are you in favor of a total **ban** on smoking on school grounds?

- Very much in favor
- Somewhat in favor
- Somewhat opposed
- Very much opposed

6. Are you in favor of a total **ban** on supplying (i.e., selling or giving out) tobacco to minors in schools?

- Very much in favor
- Somewhat in favor
- Somewhat opposed
- Very much opposed

7. Do you have any concerns about putting this type of ban into effect?

- Yes

What are they? _____

- No

8. How would you support these bans?

9. Other comments and observations on a tobacco-free school strategy:

Part D – Personal profile

10. What is your gender?

- Male
- Female

11. How old are you?

- 18-25
- 26-35
- 36-45
- 46-60
- 61 or over

12. Which of the following statements describes you best? (Check one.)

- I don't smoke. You have now completed the survey. Thank you for answering.
- I'm a former smoker. You have now completed the survey. Thank you for answering.
- I smoke occasionally and would like to quit.
- I smoke occasionally and don't want to quit.
- I smoke every day and would like to quit.
- I smoke every day and don't want to quit.

Part E – Smoker support

13. Would you like to reduce your tobacco use?

- Yes
- No

14. How many times over the last year have you stopped smoking for at least 24 hours?

- None
- One to four times
- Five times or more

15. Did you ask for help when trying to quit?

- Yes
- No (Go to question 17.)

16. Please check the type of support you used (check all that apply):

- Support from a friend or family member
- Stop-smoking literature
- An organized challenge (Quit to Win! Challenge) or other form of challenge
- Individual support at a quit smoking center
- Group support at a community organization (Oui, j'arrête)
- Toll-free smoker help line
- Advice from a doctor or pharmacist
- Nicotine gum or patches, Zyban prescription, etc.
- Other support: _____

17. When a ban on smoking on school grounds comes into effect, will you consider giving up smoking?

- Definitely
- Most likely
- Maybe
- Definitely not

Thank you for taking the time to answer our survey.

Please give your completed questionnaire to the following person:

SAMPLE SURVEY FOR STUDENTS

Part A – Effects of second hand smoke

1. In general, how does second hand smoke affect you? (Check all that apply.)

- I have physical reactions (headaches, irritated eyes, nausea, etc.).
- I have health problems that are aggravated by second hand smoke (heart disease, respiratory illnesses, allergies, etc.).
- I need to go out and get some fresh air.
- I have problems sleeping at night because of symptoms related to tobacco smoke (e.g., nasal congestion).
- I'm uncomfortable asking smokers not to smoke around me.
- I sense tension between smokers and nonsmokers.
- Other effects (explain):

Part B – Smoking at school

2. In your opinion, a ban on smoking on school grounds would help...

- Prevent youth from starting to smoke
- Motivate student smokers to quit smoking
- Motivate adult smokers to quit smoking

3. Does it bother you that people (students or adults) smoke in the schoolyard?

- Yes

Why?

- No

4. In your opinion, a ban on selling or giving out tobacco at school would help...

- Prevent young people from starting to smoke
- Motivate student smokers to quit smoking
- Motivate adult smokers to quit smoking

Part C – Tobacco-free school strategy

5. Are you in favor of a total ban on smoking on school grounds?

- Very much in favor
- Somewhat in favor
- Somewhat opposed
- Very much opposed

6. Are you in favor of a total ban on supplying tobacco to minors (i.e., selling it or giving it out free) at school?

- Very much in favor
- Somewhat in favor
- Somewhat opposed
- Very much opposed

7. Are you afraid that a ban on smoking on school grounds and supplying tobacco would create problems for you or others

- Yes

What kind of problems? _____

- No

8. What would you do to make sure everyone respects the ban?

9. Do you have any other comments on the subject?

Part D – Personal information

10. What is your gender?

- Male
- Female

11. How old are you? _____

12. Do you smoke?

- Yes, every day
- Yes, sometimes
- No, I quit
- No, I've never smoked. (Skip to question 24.)

13. Why did you start smoking?

14. How many cigarettes do you smoke a day?

(If you've quit smoking, skip to question 24.)

- 1 to 10
- 11 to 20
- A pack
- More than a pack

15. Why do you smoke?

16. Who pays for your cigarettes?

17. Do you have your parents' permission to smoke?

- Yes
- No
- They don't know.

18. Do your parents smoke?

- Yes
- No

Part E – Smoker support

19. Would you like to smoke less or quit smoking?

- Yes
- No

20. Have you ever tried to quit smoking?

- Never
- One to four times
- Five times or more

21. Did you ask for help when trying to quit?

- Yes

What kind of help did you ask for?

- No

22. When a ban on smoking on school grounds comes into effect, will you consider giving up smoking?

- Definitely
- Most likely
- Maybe
- Definitely not

23. What could help you stop smoking?

24. What could you do to help your friends or schoolmates stop smoking?

Thank you for taking the time to answer our survey.

Please give your completed questionnaire to the following person:

APPENDIX III

COMMUNITY MOBILIZATION TOOLS

- Sample letter to school staff
- Sample letter to parents
- Sample student memo: “No tobacco in our schoolyard!”
- Sample memo for adults: “Ten good reasons for a tobacco-free school”

Note: All of these samples are available online at www.msss.gouv.qc.ca/sujets/santepub/tabac.html.

SAMPLE LETTER TO SCHOOL STAFF

IMPORTANT INFORMATION ON NEW MEASURES IN THE TOBACCO ACT

To all school personnel:

As of September 1, 2006, it is prohibited for anyone to smoke on school grounds. It is also prohibited for anyone to supply tobacco to a minor on school grounds and in school buildings. This means that as soon as a person steps onto school grounds during the hours the school is open to students, the person is prohibited from smoking or from selling or giving tobacco to a minor.

Our young people's health and well-being first

These legislative measures are intended to prevent our youth from starting to smoke and growing dependent on this dangerous and expensive addiction. If they have fewer opportunities to smoke, obtain tobacco, or see smoking as normal, inconsequential behavior —particularly among significant adults like you and me—they will be less inclined to take up the habit. These measures may also encourage smokers to quit. Please note that we offer help to anyone who wants to quit smoking, through XXXX.

Preparing today for a tobacco-free school

We are already working in the school and classrooms to promote young people's health and well-being, including the non-use of tobacco. To further these efforts, the management team is developing a comprehensive "Tobacco-Free School" action strategy to help enforce the new Tobacco Act provisions in the months ahead. The purpose of this strategy is to show that these new measures are well founded, inform people about the issue, and enlist everyone's cooperation to ensure smooth and effective implementation. The strategy has been drawn up by XXXX and is supported by XXXX (*name the various groups involved and the steering committee, if any*).

We therefore ask you, as staff members, to make a contribution:

- 1) Take the opportunity as you work with students to talk to them about the Tobacco Act in a positive light and take an active part in the upcoming awareness and information activities on smoking
- 2) Be positive role models for youth, whatever your personal experience with tobacco, in order to encourage them to say no to cigarettes or break the smoking habit, and to comply with the bans once they enter into effect
- 3) Strictly observe the bans in the Tobacco Act once they enter into effect

We remind you that anyone who violates the provisions of the Act is subject to legal action, and may be required to pay a fine of \$50 to \$600 depending on the situation. In the case of minors, the maximum fine is \$100.

Given our institution's educational mission and the critical role we play in our students' development, I am counting on your support. Thank you in advance.

XXX (Principal's signature)

SAMPLE LETTER TO PARENTS

IMPORTANT INFORMATION ON NEW MEASURES IN THE TOBACCO ACT

Dear Parents:

As of September 1, 2006, it is prohibited for anyone to smoke on school grounds. It is also prohibited for anyone to supply a minor with tobacco on school grounds or in school buildings.

This means that from the moment anyone steps onto school grounds when the school is open to students, they no longer have the right to smoke or to sell or give tobacco to a minor.

Our young people's health and well-being first

These legislative measures are intended to prevent our students from starting to smoke and growing dependent on this dangerous and expensive addiction. Tobacco sickens and kills. The best way to avoid these harmful effects is to never start smoking. If our young people have fewer opportunities to smoke, obtain tobacco, or see smoking as normal, inconsequential behavior—particularly among significant adults—they will be less inclined to take up the habit. These measures may also encourage smokers to quit. Please note that we offer help to students who want to quit smoking, through XXXX.

Your cooperation is key.

In the months ahead, we hope to facilitate introduction of the new legislative provisions by taking a variety of initiatives to prepare us all for a tobacco-free school. To do so, we ask for your support as parents. Your support is key to the smooth and effective enforcement of these measures.

How can you help?

- Support the school's upcoming initiatives, XXXX, and even get involved yourself
- Encourage and support student participation in tobacco awareness and prevention activities organized by the school, e.g., (give examples of activities)
- Be a positive role model for your children, whether you're a smoker or not. Encourage them and help them say no to cigarettes, and don't give them tobacco products. You can even take the opportunity to quit smoking yourself.
- Make sure your children understand the consequences of violating the Act at school and support school officials when penalties are imposed. Under the school code, anyone who violates the tobacco rules is subject to (list the consequences and remedial actions chosen by the school).

For the love and well-being of our children, I thank you in advance for your cooperation. XXX

XXX (Principal's signature)

SAMPLE MEMO FOR STUDENTS

NO TOBACCO IN OUR SCHOOLYARD!

The National Assembly of Québec has strengthened the Tobacco Act.

It is now prohibited to smoke or supply tobacco to anyone under 18 anywhere in the school or on school grounds.

The Act applies to everyone when the school is open to students—that means you, teachers, other staff members, and anyone who visits the school.

Why no tobacco in our school or schoolyard?

Because we care about you and want you to live tobacco-free, so you can stay health and fit

Because smoking isn't "cool"

Because cigarettes turn you into a sick addict

Because if you already smoke, it might make you consider quitting

Because there's a price to pay if you break the law

YOU COULD BE FINED UP TO \$100

- if you smoke in the school or on school grounds between classes
- if you hold a lit cigarette or put it to in your mouth, even if it's not yours
- if you sell or offer tobacco to another student (under age 18)

Thank you for your cooperation.

XXX

(Principal's signature)

SAMPLE MEMO FOR ADULTS

TEN GOOD REASONS FOR A SMOKE-FREE SCHOOL

1. Tobacco sickens and kills.
2. Tobacco quickly creates a powerful addiction.
3. Second hand smoke is dangerous. It contains some 4,000 chemicals, and some fifty are associated with cancer.
4. The values and models that young people are exposed to in school have a decisive impact on their attitudes and behaviors.
5. A well-run school anti-tobacco strategy has a positive impact on young people's choices about smoking.
6. Allowing smoking at school contradicts the prevention messages conveyed in classrooms, the school, and the community.
7. Youth who see significant adults smoking on a daily basis are more likely to start or continue smoking.
8. Many areas are smoke free, and the number is growing all the time.
9. Beginning in 2006, the Tobacco Act has stepped up restrictions on the accessibility, sale, and promotion of tobacco products to youths outside school.
10. It's the best thing we can do for the health and love of our young people!

APPENDIX IV

TOBACCO AWARENESS & PREVENTION AND SMOKING CESSATION SUPPORT RESOURCES

Note: This appendix is available online at www.msss.gouv.qc.ca/sujets/santepub/tabac.html.

The following table lists the names and contact information of tobacco respondents at the public health departments in each region of Québec. Contact them for information on the tobacco awareness and prevention and smoking cessation support resources available in your region.

No.	PHD	PHONE AND FAX	TOBACCO RESPONDENTS
01	BAS ST-LAURENT 75, rue Saint-Henri Rivière-du-Loup (Qc) G5R 2A4	Phone: (418) 868-1010 Fax: (418) 868-1033	Martine Gilbert ext. 2276
02	SAGUENAY-LAC ST-JEAN 412, rue Brassard Roberval (Qc) G8H 3P7	Phone: (418) 275-4980 Fax: (418) 275-6670	André Marchand ext. 238
03	CAPITALE NATIONALE 2400, rue d'Estimauville Beauport (Qc) G1E 7G9	Phone: (418) 666-7000 Fax: (418) 666-2776	Mario Champagne ext. 252
04	MAURICIE ET CENTRE-DU-QUÉBEC 550, rue Bonaventure Trois-Rivières (Qc) G9A 2B5	Phone: (819) 693-3952 Fax: (819) 373-1627	Jean-Maurice Roy (répondant) (direct) Lise Ct-Cyr ext. 3944
05	ESTRIE 300, rue King Est, bureau 300 Sherbrooke (Qc) J1G 1B1	Phone: (819) 566-7861 Fax: (819) 569-8894	Alain Rochon ext. 127
06	MONTRÉAL Habitudes de vie/Santé du coeur 1301, rue Sherbrooke Est, 1st Floor Montréal (Qc) H2L 1M3	Phone: (514) 528-2400 Fax: (514) 528-2512	Monique Lalonde ext. 3526
07	OUTAOUAIS 104, rue Lois Hull (Qc) J8Y 3R7	Phone: (819) 776-7660 Fax: (819) 777-7673	Isabelle Paradis ext. 7454
08	ABITIBI-TÉMISCAMINGUE Pavillon Laramée 1, 9 ^e Rue Rouyn-Noranda (Qc) J9X 2A9	Phone: (819) 764-3264 Fax: (819) 797-1947	Muguette Lacerte ext. 49335
09	CÔTE-NORD 691, rue Jalbert Baie-Comeau (Qc) G5C 2A1	Phone: (418) 589-9845 Fax: (418) 589-8574	Marielle Richard ext. 2622
10	NORD DU QUÉBEC 312, 3 ^e Rue Chibougamau (Qc) G8P 1N5	Phone: (418) 748-3575 Fax: (418) 748-6391	Alain Bergeron ext. 5133
11	GASPÉSIE-ÎLES-DE-LA-MADELEINE 205-1, de York Ouest Gaspé Harbour (Qc) G4X 2W5	Phone: (418) 368-4624 Fax: (418) 368-1317	Christiane Ste-Croix
12	CHAUDIÈRE-APPALACHES 22, avenue Côté Montmagny (Qc) G5V 1Z9	Phone: (418) 248-5111 Fax: (418) 248-3348	André Secours (direct)

No.	PHD	PHONE AND FAX	TOBACCO RESPONDENTS
13	LAVAL 800, boul. Chomedey, Tour A Laval (Qc) H7V 3Y4	Phone: (450) 978-2121 Fax: (450) 978-2100	Anne Chabot ext. 2209
14	LANAUDIÈRE 245, rue Curé Majeau Joliette (Qc) J6E 8S8	Phone: (450) 759-1157 Fax: (450) 759-5149	Sarah Monette ext. 4433
15	LAURENTIDES 1000, rue Labelle, Suite 210 St-Jérôme (Qc) J7Z 5N6	Phone: (450) 436-8622 Fax: (450) 432-8712	Roxane Néron Anne-Marie Bellerose Nadia Lapointe ext. 3235 ext. 3227 ext. 3201
16	MONTÉRÉGIE 1255, rue Beauregard Longueuil (Québec) J4K 2M3	Phone: (450) 928-6777 Fax: (450) 928-3760	Claude Poulin ext. 4270
17	NUNAVIK Box 900 Kuujjuak (Qc) J0M 1C0	Phone: (819) 964-2222 general Phone: (819) 471-5148 Fax: (819) 964-2814	Serge Déry ext. 226
18	JAMES BAY CREE HEALTH AND SOCIAL SERVICES COUNCIL/PHD Box 930 Chisasibi, QC J0M 1E0	Phone: (819) 855-9001 Fax: (819) 855-9031	Ron Shisheesh ext. 5362

YOUTH TOBACCO AWARENESS AND PREVENTION



LA GANG ALLUMÉE YOUTH COALITION AGAINST SMOKING

www.lagangallumee.com/index.asp

This program mobilizes young smokers and nonsmokers between the ages of 12 to 18 to develop smoking prevention and reduction activities. Creating a “gang allumée” at a school is an excellent way to encourage students to get involved in smoking prevention and teach them about the importance of supporting peers who are addicted.



QUIT TO WIN! CHALLENGE

www.defitabac.qc.ca

This challenge is a great opportunity for all smokers to kick the habit for a chance to win prizes. Entrants agree not to smoke between March 1 and April 11, with the support of a partner of their choice.



SERVICES J'ARRÊTE

www.jarrete.qc.ca

Youth and adults across Québec who want to quit smoking have access to free support through three J'arrête services.

The toll-free J'arrête hotline (1-866-527-7383) provides support over the phone from specially-trained tobacco cessation agents, who suggest strategies based on the smoker's specific needs. Services include consultation with followup, referral to the regional tobacco cessation center, information, and documentation by mail.

The website offers interactive support (available in English soon) for visitors at all stages of the cessation process and lets users move through the steps in multiple visits. The site provides a wide range of information on various aspects of smoking (withdrawal, tips, reasons, etc.) and an email question service.

Quit smoking centers offer specialized support through individual or group meetings. These centers, put into place by the health and social services network and MSSS, are generally located in health and social service centers (CSSS). To find the nearest center, smokers can call the toll-free number or visit the website.



THE QUÉBEC IN VIVO TOUR (IN FRENCH ONLY)

www.invivo.biz

In Vivo is an alternative rock theater show that has been touring Québec secondary schools since 1997. The show aims to raise youth awareness about the perils of smoking, prevent tobacco use, and encourage smokers to consider the benefits of quitting. The In Vivo concept includes music, theater, and multimedia. A complementary activity program, also available on the website, suggests a variety of classroom activities. To invite In Vivo to your school, contact the public health department at the health and social service agency in your region.



SMOKE-FREE FAMILY OBJECTIVE

<http://www.defitabac.qc.ca/famille/en/index.html>

This campaign invites all Québec families to declare their homes smoke-free zones—even if family members smoke or the “family” is just one person. The goal of the campaign is to prevent smoking among young people, reduce the effects of second hand smoke, and give a helping hand to friends and family members who want to quit. A pledge, information leaflet, and coloring pages can be downloaded from the site.

AWARENESS CAMPAIGNS



QUÉBEC WEEK FOR A TOBACCO FREE FUTURE

www.cqts.qc.ca/sqast.html

This Québec-wide awareness campaign is held the third week of January each year to inform the public about the dangers of second hand tobacco smoke. It offers a wide selection of activities for students and school staff.

WORLD NO TOBACCO DAY (MAY 31)

www.who.int/mediacentre/events/en/

This day, declared by the World Health Organization, provides the opportunity to raise tobacco awareness in the school environment and community. Each year has a specific theme.

HEALTHY LIFESTYLE PROMOTION



DO IT FOR YOU!

www.vasy.gouv.qc.ca/index_en.html

This program promoting healthy lifestyles was launched by the Government of Québec in 2004. It suggests opportunities and events encouraging Quebecers to rediscover the joy of physical activity and healthy eating. The program invites schools, municipalities, and businesses to take part in challenges related to these themes in a variety of contexts in the years ahead (e.g., Journées actives, Plaisir de bien manger, Iso-Actif, Healthy Schools, Québec en forme).



ISO-ACTIF

www.sportetudiant.com/fre/isoActif/6307.cfm

www.arseq.qc.ca/isoactif

This recognition program encourages primary and secondary schools to commit to promoting a healthy, active lifestyle for their students. Institutions are given an “Iso-Actif” rating based on a number of criteria that include policies and activities fostering physical activity and healthy eating, as well as school efforts to fight smoking.



KINO-QUÉBEC

www.kino-quebec.qc.ca/index.aspx

This program encourages Quebecers to adopt a more active lifestyle through its communication activities and its support for initiatives and the creation of environments that foster physical activity in the community. The leaflet "Mieux vivre ensemble dans la cour d'école" (in French only) offers advice and recommendations on schoolyard organization and activities at primary schools to encourage children to be more active, in a safer, more sociable environment. (www.kino-quebec.qc.ca/publications/MieuxVivreCourEcole.pdf).

GENERAL INFORMATION ON SMOKING



QUÉBEC RESOURCE DIRECTORY ON SMOKING REDUCTION

www.cqts.qc.ca/repertoire.html

This directory includes over 450 Québec resources on the themes of smoking cessation, prevention, information, and the protection of nonsmokers. Resources are presented by region, theme, type, and target group. The directory is available in English and French at a cost of \$50. To order: (514) 948-5317, ext. 21, or info@cqts.qc.ca.



MINISTÈRE DE LA SANTÉ ET DES SERVICES SOCIAUX

www.msss.gouv.qc.ca/sujets/santepub/tabac.html

The "Tobacco" section of the site provides complete information on the fight against smoking in Québec, social advertising campaigns, as well as Tobacco Act tools, leaflets, posters, and more.

