Tribal Policy Guide

Northwest Portland Area Indian Health Board
National Indian Child Welfare Association

NPAIHB
Indian Leadership for Indian Health

NICWA
National Indian Child Welfare Association
Protecting Our Children • Preserving Our Culture

Tribal Policy Guide

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Welcome!

On behalf of the Northwest Portland Area Indian Health Board (NPAIHB) and the National Indian Child Welfare Association (NICWA), we invite you to use this guide in your policy development journey.

This guide was created to support tribal leaders, employees, youth, and other community members by utilizing NICWA's Relational Worldview model. It is the intention of the authors to provide a holistic and culturally adapted way of approaching policies in your community. The content applies tribal knowledge, practice, culture, and sovereignty.

We thank our tribal community reviewers and organizational staff who provided the feedback necessary for our authors to complete this guide. We invite continued feedback for further improvement of this document so that it is most useful for your communities.

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Preface

The Northwest Portland Area Indian Health Board (NPAIHB) and the National Indian Child Welfare Association (NICWA) created the Tribal Policy Guide to support community-driven and culturally-informed policy development within a tribal context. Federal, state, and tribal policy is a focus for both organizations. Historically, policies in Indian Country have excluded tribal voices, developed instead by policy makers in top down positions who are not fully informed about Indian Country or tribal cultural dynamics. The word "policy" itself can evoke negative connotations in tribal communities and is often misunderstood. For example, tribes have historical trauma and unsettling feelings caused by federal Indian policies created to assimilate, terminate, or relocate tribes. The fact that policies were imposed on tribes has damaged their concept of policy. The intention of policy from a tribal perspective is similar to how customary law and cultural protocol are used in tribal communities. Tribal Nations have used customary law to maintain cultural integrity and the well-being of tribal people.

> Our goal is to assist tribes in policy development using a tribal the perspective that honors tribal culture and sovereignty to improve the health and well-being of the community.

In tribal communities, there are unwritten cultural beliefs, customary or natural law[1], protocol, and practices that might influence behaviors and can be incorporated into written policies to benefit a community. Traditionally, tribal elders and/or healers served as policy leaders. They may interpret or implement protocol to restore balance into the community. This guide honors tribal practice by offering ideas, concepts and tribal perspective that show how tribal communities may approach the policy making process.

This guide is intended to support tribal leaders, employees, youth, and other community members by utilizing NICWA's Relational Worldview Model (RWV) to develop holistic and culturally informed policy[2]. The content applies tribal knowledge, practice, culture, and sovereignty. We organized this guide to help with policy development, including community organizing around policy issues and structuring a work plan. It also offers tribal communities' direction in the policy making process.

1 Customary law definition: intrinsic to the life and custom of indigenous peoples and local communities
2 RWV, Cross, 1997

Use of the Guide

Included in the guide are real-world examples and tools that provide insight on how to lead community-driven policies. It is important to consider cultural context through each policy phase. For example, when planning a policy to decrease commercial tobacco use, you may consider the community's beliefs around traditional tobacco. You will find ideas and concepts applicable to both off and on reservation tribal communities. The guide may also be utilized for advocacy, educating the community, or informing non-native communities or agencies on working within a tribal context.

Tribal Policy Guide: At-A-Glance

SECTIONS 1-5: IMPORTANCE OF A TRIBAL FRAMEWORK IN POLICY DEVELOPMENT-

These sections reinforce the importance of policy and why it matters to tribal communities. Key elements include:

» A glossary on policy and related terms
» The relational worldview model framework (including examples of how it can be used throughout the policy process)
» Tips on engaging partners and the community to help direct the policy process

SECTIONS 6-8: POLICY PHASES -
The stages in policy development, from identifying imbalances to implementing and evaluating policy are explored here. Thorough guidance is offered for each policy phase to help craft a culturally informed and effective policy. We also share expected challenges that could slow down policy development and offer strategies to help overcome them.

APPENDIX: POLICY TOOLS -
The appendix section provides tools, resources, and sample documents, including:

» Environmental Scan Tool
» Community Readiness Tool
» Sample implementation timeline
» Sample policies
» Tips on writing policy
» Evaluation and research

What is Policy?
Why Does It Matter?

Policy serves many purposes, such as guiding or shaping human behavior[3]. Below is a review of the general understandings of what policy is, the purpose it may serve, and its potential effect in tribal communities.

POLICY:

- » gives voice to the people who have been silenced or overlooked
- » informs decision making
- » plans future direction
- » establishes ethical and professional standards
- » provides solutions to a problem
- » helps stabilize a growing problem
- » acts as a preventative measure
- » determines what services will be provided
- » determines who will receive services
- » informs how resources will be allocated
- » creates accountability[4]

"POLICY CAN BE DEFINED AS A PLAN OR COURSE OF ACTION DESIGNED TO INFLUENCE AND DETERMINE DECISION" (PUBLIC HEALTH LAW CENTER}: 2015)

POLICY HAS THE POTENTIAL TO:

- » change community, departmental, organizational, or system practices and behaviors
- » sustain positive system change
- » guide future practices and behaviors
- » decrease confusion and affirm stance on subject matter
- » increase stability of practice during community change (e.g. tribal elections, leadership shifts)
- » encourages community development such as economic development

3 Public Health Law Center, 2015
4 Meenaghan, Kilty, McNutt, 2004

Section 1: Glossary

COMMUNITY A group of people living in the same place or having social or cultural characteristics in common

COMMUNITY ETHICS/NORM Community-known, accepted, or taught behaviors

CUSTOMARY LAW Central to the life and custom of Indigenous peoples and local communities

ENVIRONMENT Natural or human-made social and cultural conditions that influence the life of an individual or community

LAW, ORDINANCE, CODE Rule or action enforced and typically voted on by the people or governing body

POLICY MEMO A document that studies an issue and makes a recommendation

MOTION A request for an action to approve (e.g. law, policy, ordinance, resolution, code)

MOU Memorandum of understanding — states what each party agrees

MOA Memorandum of agreement — formal agreement between two parties/partners

IMBALANCE A need, issue or challenge in the community

POLICY A plan or course of action designed to influence and determine decision

RESOLUTION Resolutions are one of the policy mechanisms used to express the organizational positions on tribal, federal, state, and/or local legislation, litigation, and policy matters affecting tribal governments or communities (NCAI, 2003)

SYSTEMS Structures that express an organization's procedures, protocols, and/or delivery of services

TRIBAL VALUE Beliefs that are known, accepted, or taught by community and informed by culture/tradition

UNWRITTEN POLICY Unwritten rules commonly used in tribal communities. Known or taught by community elders or knowledge keepers, community norm/cultural norm, accepted as protocol

PARTNER(S) A party who has an interest in the issue and works to achieve a common goal

PROTOCOL The rules or conventions of correct behavior on official or ceremonial occasions, or the rules of correct or appropriate behavior of a group, organization, or profession

Section 2:
Policy & Tribes
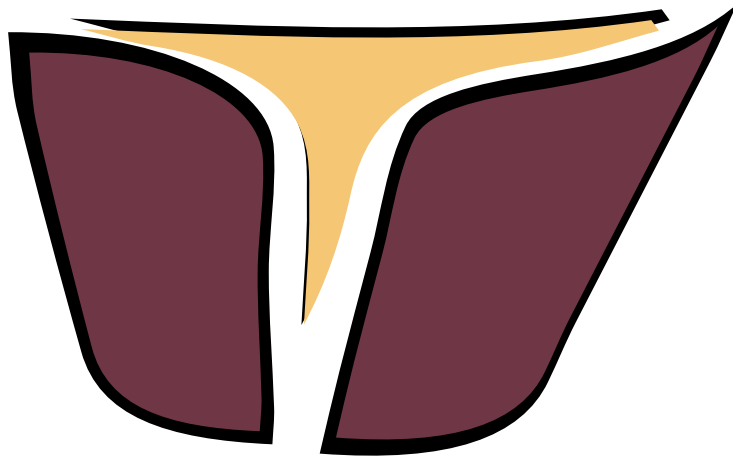
POLICY AS TRIBAL PROTOCOL

The purpose of tribal protocol (policy) is to guide the community on how to lead their behavior in different situations or contexts. Elders, Council or Medicine People enforced these unwritten policies to ensure cultural values and beliefs were respected and upheld.
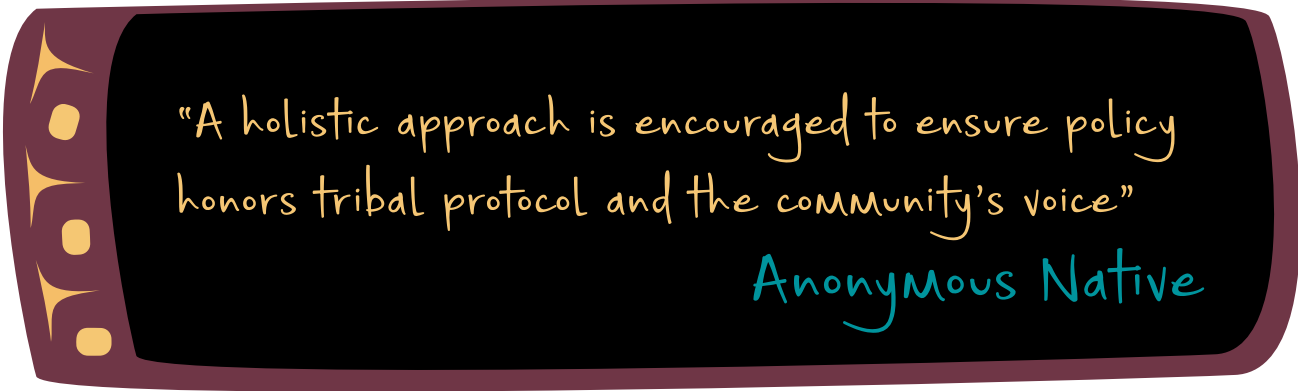
WHEN TRIBAL NATIONS CREATE AND IMPLEMENT THEIR OWN POLICY, THEY:

» Begin deconstructing and revising ineffective policies implemented in the past

» Integrate their own cultural beliefs, values, philosophies, principles, and customs

» Encourage continuity of customary, traditional, or natural law that has been followed and passed down for generations

» Capture the voices of tribal leaders, youth, elders, spiritual leaders and natural helpers

» Gain community ownership of policy and create community buy-in

» Redesign tribal infrastructure that fits cultural and contextual needs

» Shape direction of the tribe for future generations

» Rebalance and restore harmony back into the tribal community

» Reinforce tribal sovereignty, tribal autonomy, and self-governance

"WE HAVE HADAGREEMENTS AND PROTOCOLS SINCE TIME IMMEMORIAL. THIS (POLICY) IS NOT SOMETHING NEW FOR INDIAN COUNTRY. WE HAD RULES AND CONSEQUENCES THAT MEANT YOU MAY END UP AT THE END OF THE LONG HOUSE OR IN THE RIVER. POLICY IS VERY IMPORTANT AND WHAT WE HAVE ALWAYS DONE."

CASSIE,
TRIBAL DELEGATE, COWLITZ

> *"A holistic approach is encouraged to ensure policy honors tribal protocol and the community's voice"*
>
> Anonymous Native

POLICY AS TRIBAL PROTOCOL

Within tribal culture, there are identified values, principles, beliefs, and philosophies to guide people on how to govern, build relations, maintain harmony, or conduct ceremony. A holistic approach is used to align with tribal protocol when making decisions or problem solving. In mainstream society, written policy, law, or regulation often guides this same process. Historically, in tribal communities, policy was usually unwritten and known as tribal protocol, customary/natural law, or community norms. Through this indigenous lens, tribal elders, council, or medicine people served as modern day policy-makers, interpreting or implementing protocols to restore balance into the community.

TRIBAL PROTOCOL HAS A FOUNDATION IN:

» **Benefiting the greater community including youth/elders honoring and reflecting tribal beliefs/values/principles/practices**

» **Maintaining or restoring harmony and balance within the spiritual realm**

» **Providing for the next generation**

» **Instructions obtained in ceremony, dreams, origin stories or other spiritually based processes**

» **Messages from spiritual leaders**

A TRIBAL PROTOCOL CHECKLIST

The following questions are starting blocks to consider when developing policy and may include specific tribal protocol. Please note that some of these concepts will be discussed in later sections of this guide, but we introduce them below.

◊ What would your elders think?

◊ How does the policy reflect tribal beliefs/values/principles/philosophy of the community?

◊ Does the policy honor cultural practices and protocol?

◊ Is customary law or tribal protocol intertwined into the policy?

◊ Does the policy conflict or align with spiritual law, unwritten law, or tribal law/code?

◊ Is the policy communal in nature and inclusive of the community?

◊ How does the policy help, serve, or empower the community?

◊ How will conflicts be resolved?

◊ Does the policy promote balance/harmony within the four quadrants (mental, physical, spiritual, and contextual)?

◊ Is the policy strength-based?

◊ Can enforcement be culturally based?

Section 3:

Conceptual Framework

RELATIONAL WORLDVIEW MODEL

The guide uses NICWA's Relational Worldview Model (RWV) as a culturally informed framework for the policy process. This framework views the world through a holistic lens, understanding that everything is interrelated. In this strength-based approach, actions and decisions are focused on restoring balance and harmony within four quadrants: mental, physical, spiritual, and contextual. These areas can apply to the community level through these four areas: environment, infrastructure, resources, and mission. When framing policy and process through the RWV, the spirit of tribal thought process and direction are captured (Cross, 1997). Weighing policy through a holistic and balanced process connects policy planning to a tribal or indigenous approach. A graphic representation of the RWV Model is presented below:

RWV INDIVIDUAL & COMMUNITY

Context / Environment   Mental / Infrastructure

Spirit / Mission   Body / Resource

Cross, 1997

USING THE RWV MODEL AT THE INDIVIDUAL LEVEL

The RWV Model originates from traditional indigenous methods and an understanding of the world framed through similar models such as the medicine wheel. This indigenous influence is rooted in NICWA's framework as we work with tribal individuals and families to restore balance and harmony into their lives. When an individual is experiencing an issue such as a sickness or depression, tribal teachings often identify these as imbalances, disruptions, or an absence of harmony between the mental, physical, spiritual, and contextual bodies. To improve health, a change agent joins with the natural forces and, with purposeful intent, impacts one or more of the four quadrants to restore balance and promote harmony. When balance and harmony is restored or realigned within all four quadrants, health is restored.

USING THE RWV MODEL AT THE COMMUNITY LEVEL

The RWV Model (Cross, 1997) applies to the community level as well, with each quadrant comprising interrelated forces and factors needed to create a healthy and balanced community. For example, the community environment quadrant describes the environment within a tribal community setting or context such as political, social, or historical environment. In this model, change can be fluid and constant emphasizing interdependent relationships between all quadrants. Fluctuation in one quadrant will impact other quadrants. For example, the outcome of tribal elections often influences or affects how the entire tribal nation is operated.

Below shows the general forces and factors in each of the community's four areas. We encourage each tribe to tailor this to reflect the characteristics found in their community.

COMMUNITY ENVIRONMENT (CONTEXT)

Social, political, economic, cultural, spiritual; community dynamics, relationships of community members to systems, institutions/organizations, or agencies; history of the community (e.g. boarding schools, BIA, and federal Indian policy).

COMMUNITY INFRASTRUCTURE (MIND)

System/services in community formal/informal governing bodies; capacity of community organizing; community protocol/taboos; and community policies/procedures.

COMMUNITY MISSION (SPIRIT)

Culture; traditions; norms; gender roles; community practice, communal values; philosophy; influences include both positive/negative learned teachings and practices, as well as positive/negative metaphysical or innate forces.

COMMUNITY RESOURCES (PHYSICAL)

Formal/informal leaders; education and experience of community members, community readiness/capacity; identity of the community, elders, youth, medicine men/woman; cultural practices/traditions; community partnerships; funding resources; and community space.

BALANCED VS. IMBALANCED COMMUNITIES

Maintaining the health and wellness of a community is a priority for many tribes. How this is accomplished requires an understanding of the interrelated forces and factors that are in constant flux every day. Health is affected when a community is out of balance. Below are descriptions and examples of balanced and unbalanced communities.

A BALANCED COMMUNITY

reflects a harmonious relationship among the community level quadrants.

Community factors, (environment, infrastructure, resources, and mission) ,work together or complement each other to produce a balanced community.

EXAMPLE:

Reservation crime has decreased since the police department started collaborating with local partners (environment) to improve community policing efforts.

» Tribal police partnered with and trained behavioral health office on de-escalation tactics (infrastructure).
» The Police Chief ensured every officer understands their role as community servants (mission), and tribal council has invested in the police department to reallocate funding to add more police workforce (resource).
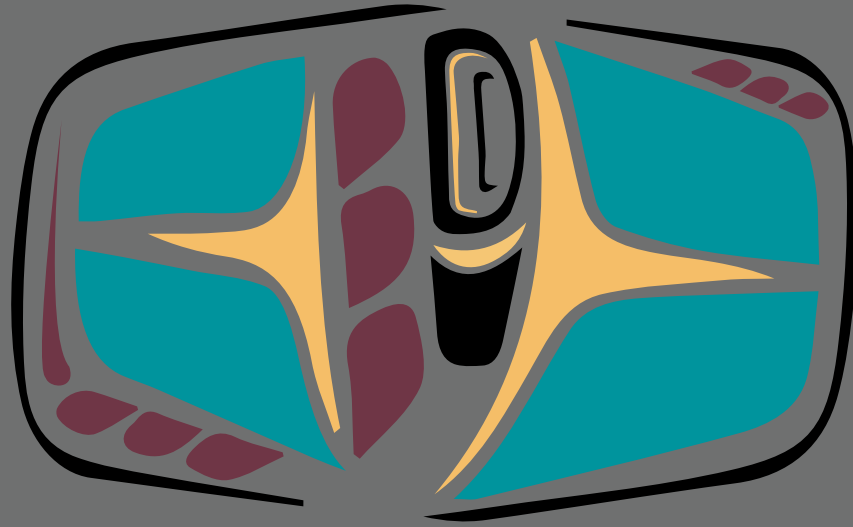
AN IMBALANCED COMMUNITY

reflects a disruption or an absence of harmony among the community level quadrants.
Community factors (environment, infrastructure, resources, and mission), are disconnected — working against one another or separately with no relationship.
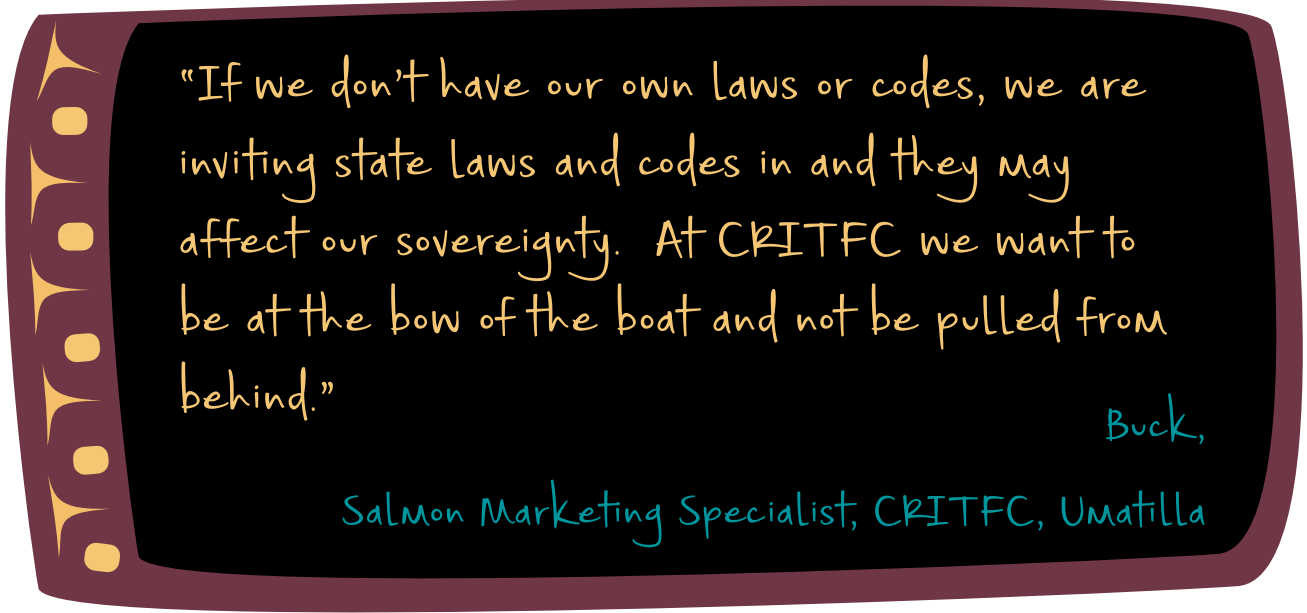
EXAMPLE:

Reservation crime has increased, disrupting the tribal social environment.

» Tribal general fund dollars taken away (resource) from police department infrastructure, thus little response (infrastructure) to the increase of crime.

» The rise in crime has prompted the community to criticize the department (environment).

» An increase in unemployment on the police force (mission).

The next section discusses the process of restoring balance and harmony through policy.

> "If we don't have our own laws or codes, we are inviting state laws and codes in and they may affect our sovereignty. At CRITFC we want to be at the bow of the boat and not be pulled from behind."
>
> Buck,
> Salmon Marketing Specialist, CRITFC, Umatilla

RESTORING BALANCE AND HARMONY THROUGH POLICY

Policy must target the root cause to restore balance in a community. Community interventions such as policy do not have to target symptoms, but rather target multiple factors impacting balance. Policy can be a change lever, which when coupled with the natural forces and human action, impacts all quadrants to restore balance and promote harmony.

Restoring community balance through policy can be illustrated in multiple ways such as establishing a conflict resolution policy to better handle employee grievances, a tribal resolution on using horse therapy in schools to support kids with mental health challenges, or a regulation that limits junk food in vending machines to address diabetes. Policy takes many shapes, which will be highlighted throughout this guide. It is important to come up with a creative solution, decision, or action that best fits your community.

EXAMPLE

A tribal organization has high turnover and decreasing staff morale (imbalance). The staff decides to develop a wellness policy focusing on improving staff health and wellness (change agent). One result is that the organization will host multiple wellness days throughout the year bringing staff together over food, culture, and activities. The wellness policy includes: integrating trauma-informed care practices to support in multiple ways (infrastructure), offering respite days when needed (mission), integrating team building activities to create unity around the office environment (resource), and participating in monthly, staff-wide community volunteer opportunities for under represented youth/elders (environment).

This example offers how (1) organizational policy acts as the change agent to address the imbalance of staff morale, and (2) it restores balance by integrating actions from all community quadrants.

TO CREATE POLICY THAT FITS YOUR COMMUNITY, WE SUGGEST YOU:

» Take an inventory of community strengths and resources to help shape the policy foundation.
   › *If culture is a strength, how will tribal culture influence what is in your policy and how will it work?*
» Evaluate how your community has solved imbalances in the past.
   › *Did the solutions of the past solve the imbalance and were they effective? Were they sustained over time? This influence will shape your policy especially if there were tough lessons learned from past policies or solutions used.*
» Consider how each decision, creation, or action in one area will impact others.
   › Create a policy that will balance community factors so they work in unison and complement one another.

There are questions to consider before, during, and after the development of policy to make sure policy is well balanced. In this section, we present questions and examples to illustrate how the model's community quadrants are integrated.

The next section focuses on how the RWV's (Cross, 1999) tribal protocol framework can help in developing policy and ensuring it is culturally sound.

Section 4:

Implementing Tribal Protocol Framework

HOW WILL THE POLICY HOLISTICALLY INCORPORATE THE COMMUNITY LEVEL QUADRANTS? (E.G., ENVIRONMENT, INFRASTRUCTURE, MISSION, AND RESOURCE)

Example Policy: Traditional Tobacco Program & Policy — Re-introduce the use of traditional tobacco through education on the difference between Traditional and Commercial Tobacco. Policy is aimed at improving the health of the community by reducing and preventing the use of commercial tobacco.

Environment: The policy helps to balance the use of tobacco by the community.

Infrastructure: The policy balances the relationship between community protocol and the health standards.

Resources: The policy is community driven with the voice and experience of the people.

Mission: The policy honors cultural traditions and community norms.

HOW DOES THE POLICY CONSIDER THE VARIABLES (I.E. QUADRANTS) THAT MAY DISTURB THE BALANCE WITHIN THE COMMUNITY?

Example Policy: Tribal Council passes a policy focused on diverting all economic development revenues exclusively to roads and bridges.

Environment: A policy diverting all economic development revenue funds to roads and bridges may be important — but if the policy does not align with the council's priorities, is not inclusive of the community's needs, or cultural protocol is not followed — there may be a disruption that could impact the other quadrants.

Infrastructure: The economic development policy may disturb or disrupt informal governing bodies priorities.

Resources: Economic development policy may divert funds away from other tribal community priorities or needs.

Mission: The policy's emphasis on economic development may not align with the tribal community's values.

WHAT FACTORS COME INTO HARMONY AND ALLOW THE COMMUNITY TO ACHIEVE ITS GOALS AND PERFORM WITH EXCELLENCE?

Example Policy: Incorporation of tribal customary, natural, and common law within tribal justice system.

Environment: Integrating tribal customary law into justice system strengthens tribal sovereignty.

Infrastructure: Utilizing natural and customary law informs protocol for justice system.

Resources: Elders can serve as cultural advisors to justice system while youth can learn traditions of justice system protocol.

Mission: Observance of traditional customs and/or practice respects the spiritual realm.
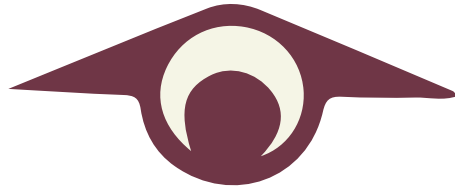
Section 5: Partner Engagement
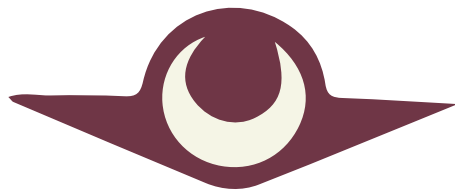
In the early stages of the policy process, it is helpful to identify and engage tribal partners. This can be prioritized by evaluating who is impacted or connected to the imbalance affecting the community. Including, the community will gauge the level of interest, awareness, and support for the suggested policy solution. This strategy is useful for organizing the community and specific partners around the issue, or will help determine if pursuing policy is realistic or necessary. Keeping partners involved will increase investment in contributing or participating in the policy process.

BENEFITS OF ENGAGING PARTNERS:

» Emphasizes the importance of relationships within the community

» Establishes a partnership between the community to create buy-in

» Can help inform (through knowledge, perspective, or strategic thought) the work ahead

» Increases resources (financial, partnerships, influence, leadership) needed to push the work forward

» May help identify supportive tribal members to build a policy base, coalition, collective, or committee

» Increases feedback to ensure that all tribal members are considered and given a voice

WHEN ENGAGING PARTNERS:

» Organize or connect around common/mutual community issues — don't get caught up in the details.

» Be solution-focused, strengths based, open to ideas, and inclusive of community.

» Provide opportunities for youth and elders to be involved throughout the process.

» Communicate the benefits and value of their involvement.

» Be prepared to frame the issue through a tribal/cultural lens or context to connect with tribal community members.

» Share the tribe's or tribal department's vision of the future and how policy can be a step towards fulfilling that vision.

The following table presents the various roles that community members can play throughout this process.

Roles Community Members Play

YOUTH/STUDENTS

» **Assist** in drafting policy and evaluating policy impact;

» **Bring** energy, enthusiasm and fresh perspective to the process as future leaders, **innovators/visionaries**;

» **Bridge** digital divide;

» Can **help** shift momentum, have lived experience, messengers, change makers;

» Can offer peer **supports**

COMMUNITY CHAMPION

» **Assist** in drafting policy and evaluating policy impact;

» **Influence** in community, leaders, messengers to the people, educators, community organizers;

» Can leverage relationships to **push policy** forward

FAMILIES

» **Assist** in drafting policy, shifting policy momentum and evaluating policy impact;

» Can **help** voice concerns of policy, have expertise of lived experience;

» Experts on family health and well being, **strong advocates** — stewards of the land

» Can **offer** peer supports;

» Can **influence** tribal system change and decision making

SCHOOL COUNSELOR

» **Mentor** to youth/educational leader, e.g. helps youth navigate systems

» **Helps** organize youth and educators and support families, e.g. connect people to resources

COMMUNITY HEALTH EDUCATOR

» **Assist** in educating community;

» Can help **research** and **connect** families to resources

NURSE/CARETAKER

» Offers **healing** and education on health and resources

Throughout Policy Process

TRIBAL ELDER
- » **Assist** in drafting and evaluating policy impact
- » Great **influence** in community, keeper and educator of culture and stories
- » **Knowledgeable** on tribal protocol; expertise of lived experience
- » Community organizers/mobilizer; **leader**/warrior

TRIBAL EMPLOYEE
- » Can **organize** other employees, families, visionaries;
- » Can **voice concerns** of employees and offers direct service perspective
- » **Understands** community pulse, advocates, knowledgeable of community resources

TRIBAL ORGANIZATIONS
- » **Understand** how systems work (e.g. infrastructure) and can create buy-in
- » **Serve** as messengers, researchers, educators on systems

TRIBAL COMMUNITY MEMBER
- » **Assist** in drafting policy and evaluating impact;
- » **Informs** the community and voices their concerns/feedback throughout the process

TRIBAL LAWYER
- » **Assist** in drafting and analyzing policy;
- » **Knows** laws and regulations, and can educate on policy process and implications of policy; protects tribal nation investments

TRIBAL HEALERS / MEDICINE PEOPLE
- » Community organizers/**leaders** who **create** a sense of safety;
- » Can offer insight via culture and stories; **educator** on tribe/culture/traditions;
- » Key to **healing** community's historical/intergenerational trauma;
- » Possess indigenous ways of **knowing**, e.g. ceremonial protocol

TRIBAL COUNCIL
- » **Passes** and enforces policy;
- » **Knowledgeable** on policy process;
- » Key to **changing** systems - maintain county/state/federal relationships;
- » **Representatives** of tribal nations

Section 6:

Phases of Policy Development

Developing polices is a group effort with many steps. The Tribal Policy Guide has simplified the process into phases. Each phase consists of a general overview, policy guidance, holistic recommendations, and a summary.

HOW TO USE THIS SECTION

This section is organized into five policy phases. Each phase is broken down using the RWV Model and suggests ways to think through critical details. Phases are not listed in chronological order, allowing you to start at any point that makes sense for your community. As shown in the figure below, this is a fluid process that allows for areas to be revisited during and after policy development and implementation. Once policy is implemented, consistent follow up and evaluation should continue to ensure your policy remains effective and relevant to addressing community imbalances. We recommend following the policy phases figure on the next page as a guide to holistic policy creation.

Policy Phases

1. **Identify Imbalance & Engage Partners** Identify Imbalance and available strengths/resources of community.

2. **Research & Planning** Research best practice that fits your community and develop plans for how to organize, implement, and evaluate your policy.

Each phase has its own corresponding pattern!

3. **Writing** Crafting policy requires a holistic approach with clear and concise writing.

4. **Implementation** Once policy is approved and/or passed, strategic policy implementation is crucial to success of the policy.

5. **Evaluation** Measure effectiveness or track the policy's impact. Share evaluation outcomes with community.

*If policy is ineffective or does not address community imbalance, revise and re-implement.

See next section for policy process checklist.

Phase One

Identify Imbalance & Engage Partners

ENVIRONMENT (SOCIAL, POLITICAL, COMMUNITY)

» Identify imbalances in the community.

  › Has tribal community experienced this issue before?

  › How is the community affected?

  › Is there an increase in kids not completing high school, more vandalism of homes, increase in people dying at an early age?

  › Has there been community policy attempt?

  › If current policy exists and needs updating, see Appendix 3.1

  › Are current policies being enforced or regulated?

  › If not, why?

» Assess community readiness – Collect feedback and determine consensus about the imbalance impacting the community.

See Appendix 1.2 for the community readiness survey

MISSION (VALUES, VISION, PURPOSE, CULTURE)

» Consult with tribal leaders, elders, and/or spiritual leaders on potential solutions and if policy is necessary.

» Identify your tribal champion. In some tribal communities, there are identified champions or gatekeepers that approve or lend their support in addressing community challenges.

» Determine if there is a consultation protocol to speak with elders or spiritual leaders to maintain cultural traditions.

» Determine if there is cultural knowledge and beliefs within the community around the issue.
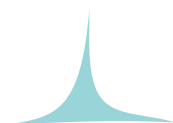
INFRASTRUCTURE
(STANDARDS OF PRACTICE, STRATEGIC PLANS, MANAGEMENT, SERVICE DELIVERY)

» If considering using policy, identify who will approve the policy to be implemented in the community.

  › For most tribes, policies are submitted through a tribal resolution process.

  › Determine if this policy needs resolution or adoption into an existing plan/program

  › Does a presentation to a sub-committee, Tribal Council, or a department occur prior to policy going on to Tribal Council for a final vote?

» Check with Tribal Council on the process to submit a resolution to adapt the policy.

RESOURCES (LEADERSHIP, COALITIONS, PEOPLE)

» Identify partners interested

  › E.g. elders, youth, tribal staff, or other community members

» Does the policy impact or connect to tribal partners, departments, or agencies?

  › E.g. Education, health, economic development, social services, law enforcement

» Begin engaging partners – **See Section 5: Partner Engagement**

» Develop a diverse policy committee or action group to structure the work ahead.

  › E.g. youth, elders, council members, tribal employees, LGBTQ-2S, community champions/leaders

» **Think about roles people can play to move the process forward. Use everyone's strengths when delegating roles.**

TAKE HOME MESSAGES

» **Identifying community imbalances (issue or need) is key first step.**

» **Researching impact on community members will develop partners or interest groups.**

» **Engage partners and interest groups early to gain momentum, support, and perspective from the community.**

» **Decide if policy is the appropriate action.**

» **If so, go to research and planning phase two.**

Phase Two

Research and Planning

ENVIRONMENT (SOCIAL, POLITICAL, COMMUNITY) — ASSESS COMMUNITY READINESS

- » Continue engaging community and leaders to create community buy-in.
- » Identify staff or community members with prior experience with the specific imbalance being addressed.
- » Identify co-workers or community champions with knowledge, experience, or influence who could help you with the policy process.
- » Host focus groups (sharing or talking circles) with youth, elders, tribal employees, etc.
    - › Purpose: gain perspective, knowledge, history, beliefs, and ideas on how to address imbalance.

MISSION (VALUES, VISION, PURPOSE, CULTURE)

- » Assure community-generated policy ideas to align with the community's cultural values and norms.
    - › Note: not all "policies" within a community are written policies. Policies can be adopted and enforced as a community norm such as a policy within a management plan or program plan.
- » Use a community led approach in researching and identifying policy ideas to address imbalance.

INFRASTRUCTURE
(STANDARDS OF PRACTICE, STRATEGIC PLANS, MANAGEMENT, SERVICE DELIVERY)

- » Create a list of best practices and work with community and partners.
- » Research effective policies or programs used in similar communities — ideas researched may inform the "Writing" phase.
- » Develop a course of action for policy application, implementation, enforcement, and evaluation.
    - › How will it be applied — what are the action steps and by whom to ensure policy is carried out?
    - › How will everyone be notified about new policy. Consider creating a social marketing plan.
- » Create a timeline laying out each step of implementation including the introduction to the community — **See Appendix 2.1 for policy implementation timeline sample.**

RESOURCES (LEADERSHIP, COALITIONS, PEOPLE)

» Are there financial costs for implementation (e.g training, purchasing materials, or hiring staff)?

» **Creating a new policy?**

> Consult with tribal leaders on what type of policy to use (e.g. tribal departmental policy, tribal employee policy, tribal citizen contract, resolution, etc.).

» Find a model/template used by the tribe or another tribe to get started. See Appendix 2.2a-2.2e for example policy templates.

» **Updating a current policy?**

> Identify people/research/knowledge/data to support and inform the revision.

TAKE HOME MESSAGES
» **Research best practice interventions and other effective policies used across Indian Country to help inform next steps.**
» **Develop a strategic implementation plan and procedures on how policy will be applied to establish a work plan and identify roles everyone can play.**

Phase Three
Writing

ENVIRONMENT (SOCIAL, POLITICAL, COMMUNITY) — ASSESS COMMUNITY READINESS

» Determine how much community input should be included into written policy.

» Once a draft policy is written, multiple partners should review to provide feedback.

» Incorporate feedback into draft before officially submitting for approval.

» Present to the appropriate committee, department, or tribal council for approval.

MISSION (VALUES, VISION, PURPOSE, CULTURE)

» Clearly state what the "ASK" is in the policy.

› The policy should guide community behavior (e.g. decrease second hand smoke by limiting…, increase graduation rates by…., to improve public safety standards policy will….).

› **See writing tips below.**

INFRASTRUCTURE
(STANDARDS OF PRACTICE, STRATEGIC PLANS, MANAGEMENT, SERVICE DELIVERY)

» Include traditional language, protocol, or customs into the policy — refer to tribal protocol section for ideas.

» In clear language, outline the procedure for applying policy in the community and identify how community will enforce and evaluate policy.

» Determine appropriate communications/social marketing plan to notify community of new or revised policy — utilize best communications channels to connect with community.

RESOURCES (LEADERSHIP, COALITIONS, PEOPLE)

» Use model/templates identified in "research and planning" phase – See Appendix 2.2-2.26 for example policy templates.

» If a policy template already exists within the tribe use the tribe's format or research previous passed resolutions.

» Reach out to the policy committee to help draft the policy.
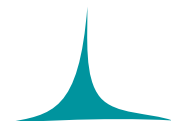
Writing Tips

» Be clear, concise, and specific — the intention of policy should be clear.

» Use appropriate policy template and definitions from your tribal council or appropriate entity. Check for consistency.

» Be realistic. Consider the capacity and ability to achieve the proposed policy (cost, effective date, expectations of following the policy after implementation).

» Use simple, culturally appropriate and community-specific language.

» Carefully review example policies, try to avoid cutting and pasting another tribe's policy. Other tribes may differ in values or beliefs.

» Community partners can assist in your writing efforts — integrating diverse community voices will help create a holistic policy.

For additional tips, see appendix 3.1

TAKE HOME MESSAGES

» **Policy writing will take several revisions prior to submission to the appropriate committee or tribal council.**

» **Use voice and ideas of community members and partners to ensure process is inclusive, equitable, realistic, and culturally aligned.**

Phase Four

Implementation

ENVIRONMENT (SOCIAL, POLITICAL, COMMUNITY) — ASSESS COMMUNITY READINESS

- » Determine the right time to implement new policy, (e.g., could external influences such as tribal elections, budget shortage, tribal reforms or cultural events impact implementation?).
- » Disseminate resources or educational information about new policy.
- » Present/announce new policy and timeline to community and staff.
- » Use communication channels that will reach everyone.

MISSION (VALUES, VISION, PURPOSE, CULTURE)

- » Follow cultural traditions or protocol for new policy implementation.
- » How will you overcome implementation barriers or resistance from those who are reluctant to follow new policy?
- » Ensure a cultural focus/relationship throughout implementation that is important for all communication, staff duties, and work in the community.
- » Track your policy brand success:
  - › Is your marketing and language to describe new policy resonating with community?
  - › Are people connecting to your policy ideas and plans?
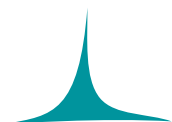
INFRASTRUCTURE
(STANDARDS OF PRACTICE, STRATEGIC PLANS, MANAGEMENT, SERVICE DELIVERY)

» Does new policy impact other tribal programs/practice?
  › Does the policy work with or against other tribal programs/policies?
  › Do you need a plan to balance contradictory policies?
  › Share resources among departments/agencies to help implementation of policy based on training, workforce, or time.
» Create a compliance process to track how community will follow the policy.
» Design feedback loops to track outputs and make changes to policy if needed.
  › E.g., data dashboards can track and analyze performance of processes.

RESOURCES (LEADERSHIP, COALITIONS, PEOPLE)

» Train staff or leadership in implementation.
» Identify roles staff can play.

  › E.g. training about new policy, tribal council briefing, and marketing of new policy.
» Leverage partners' knowledge, strengths, leadership, connections, guidance, or influence.
» Work with community champions or influential community leaders to spread the word.

TAKE HOME MESSAGES

» **To ensure policy success, tribal communities should create an implementation strategy and timeline plus a communications/social marketing plan.**

  › **Can be done prior to submitting policy for approval to show decision makers**

  that the policy is well thought out and has a clear purpose.
» **Consider roles staff and community will play in implementation of new policy.**
» **Refer to the "Research and Planning" phase to draft your implementation plan.**

Phase Five

Evaluation

ENVIRONMENT (SOCIAL, POLITICAL, COMMUNITY) — ASSESS COMMUNITY READINESS

- » After implementation, community can revise if policy is ineffective.
  - › Recommend tracking and evaluating the policy 6-12 months after implementation.
- » Consider organizing focus groups or local evaluation team to gauge policy effectiveness/impact on the community.

MISSION (VALUES, VISION, PURPOSE, CULTURE)

- » What are the short/long term goals and outcomes?
- » How does the community define success?
  - › Quantitative (number of people impacted) vs qualitative (value of impact) data

INFRASTRUCTURE
(STANDARDS OF PRACTICE, STRATEGIC PLANS, MANAGEMENT, SERVICE DELIVERY)

- » Who will measure policy effectiveness and/or efficiency?
- » What key measures will be used to track and demonstrate the policy is effective?
- » Finalize feedback loops.
- » Agree on key evaluation indicators and measurement structure to track progress (e.g. dashboard, excel sheet).

RESOURCES (LEADERSHIP, COALITIONS, PEOPLE)

- » Establish a data collection process that will include:
  - › Identification of measures to collect;
  - › How data will be stored;
  - › Responsible party for data collection and analysis;
  - › How data will be analyzed and shared with community.
- » Report evaluation data/outcomes to the community, partners and tribal leadership
  - › Data can also be shared with other tribes facing the same imbalances.
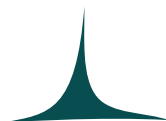
» Evaluation is important to determine impact of new or revised policy.

» Selecting research and evaluation methods to monitor the progress of new policy will vary by community.

» Data collected can be used to measure effectiveness of policy.

» Evaluation may serve as an accountability tool to justify additional resources, e.g., funding, staffing, or materials.

» Data can be used to communicate policy strengths or areas of improvement with current and future projects.

Section 7: Policy Guide Checklist

Phase One Identify Imbalance and Engage Partners

Below is a detailed checklist to help you think holistically when organizing, developing, and implementing new or revised policy.

ENVIRONMENT

◊   Identify community imbalance.

◊   Understand how community is affected by imbalance.

◊   Collect community's knowledge and experience on imbalance.

◊   Determine if community agrees to address imbalance.

INFRASTRUCTURE

◊   Identify if previous policy exists on imbalance.

◊   Revise or update existing policy on imbalance.

◊   Check with Tribal Council or department on how to submit policy.

◊   Identify process on how policy is approved and authorized.

MISSION

◊   Consult with tribal leaders, elders or spiritual leaders on identified imbalance and ways to address.

◊   Identify tribal gatekeepers who can approve or lend support.

RESOURCES

◊   Identify and engage community partner interests on addressing imbalance.

◊   Develop policy committee or action group to build momentum.

Phase Two Research Planning – **If the community, policy committee or workgroup decides to pursue a policy solution, a thorough plan must be organized that charts the proposed policy from inception to implementation. Researching best practices regarding the most appropriate response (policy, training, or programming) as a community will be a start. Engaging partners during this phase is critical to ensure their voice, ideas, and concerns are shared throughout the policy process.**

ENVIRONMENT

◊ Continue engaging and mobalizing community leaders to create buy-in and ownership.

◊ Host convenings of tribal elders to better understand community history on identified imbalance.

◊ Recruit community members who have knowledge, experience, or influence to start organizing around imbalance.

INFRASTRUCTURE

◊ Work with community partners to identify best practices on addressing imbalance.

◊ Research effective policies or programs used in similar communities .

◊ Develop procedures on how policy will be applied, implemented, enforced and evaluated.

◊ Create policy implementation timeline laying out objectives, action steps, and staff roles.

MISSION

◊ Use a community-based participatory approach in researching and identifying policy ideas.

◊ Hold community meetings or focus groups to collect and input.

◊ Organize policy ideas generated from community and how they can be integrated into policy.

RESOURCES

◊ Research how other tribes or communities have addressed similar imbalances.

◊ Estimate financial costs for policy implementation such as training, time, materials, or hiring staff.

◊ Consult with tribal leaders on best policies to use.

◊ Identify people, research, knowledge, experience, or data to support new or existing policy intervention.

Phase three Writing – **Crafting holistic policy is a group process involving clear and concise writing. With the help of community members and partners drafting an inclusive and effective policy can be done. The aim and effectiveness of the policy will be strengthened by collecting and integrating as much feedback into the policy as possible.**

ENVIRONMENT

◊ Use community consensus to determine how much community input will be written into policy.

◊ Gather feedback from community partners on policy draft.

◊ Intergrate feedback into the final policy draft.

INFRASTRUCTURE

◊ Integrate tribal language, protocol, or customs into policy.

◊ Submit policy draft to appropriate committee, department, or tribal council for approval.

MISSION

◊ Policy clearly states intention, goals, and how it will be applied in community.

RESOURCES

◊ Utilize policy committee to help draft or update policy.

◊ Follow your tribe's format or other research to draft policy.

◊ Reference policy templates when writing policy — see Appendix 2.

Phase four Implementation – Once policy is approved and passed by the authorizing body such as Tribal Council, a communications or social marketing plan for the new policy should go into effect ensuring everyone is aware of the new policy.

ENVIRONMENT

◊ Assess appropriate time to implement policy — check external influences.

◊ Circulate resources or information about new policy — key in on policy intention and effective date.

◊ Give presentations on new/updated policy to community and staff.

INFRASTRUCTURE

◊ Develop communications plan to spread word about new policy.

◊ Use social media platforms to introduce new policy.

◊ Ensure resource or training needs are met for policy implementation.

◊ Create a compliance process to track how community will follow the policy.

◊ Design feedback loops to track outputs and make changes to policy if needed.

MISSION

◊ Follow cultural traditions or protocol when implementing new policy.

◊ Develop strategy on overcoming implementation barriers.

RESOURCES

◊ Utilize policy committee or workgroup to assist in policy implementation for staff and leadership.

◊ Identify staff roles during implementation process.

◊ Leverage partner's knowledge strengths, leadership, connections, or influence to aid implementation.

◊ Work with community champions or influential leaders to spread word about new policy.

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Phase five Evaluation – Measure effectiveness by tracking a policy's impact. If needed policy revisions can be done after evaluation. See appendix 5.1 for additional information on evaluation and research tools.

ENVIRONMENT

◊ Track and evaluate policy 6-12 months after implementation.

◊ Host focus groups to gauge policy effectiveness.

◊ Revise and re-implement if policy is found ineffective.

INFRASTRUCTURE

◊ Select who will track data on policy effectiveness and efficiency — consider organizing a research team.

◊ Identify evaluation indicators and measurement structure — how can you tell if policy is working or not?

MISSION

◊ Identify short/long term goals an outcomes of the policy.

◊ Determine how the community defines success of the policy.

◊ Is policy maintaining cultural values, protocol and traditions?

RESOURCES

◊ Eastablish data collection process — see Appendix 4.

◊ Report data outcomes to the community — is policy addressing imbalance?

Section 8:

Challenges in Creating Change through Policy

POTENTIAL CHALLENGES	STRATEGIES TO ADDRESS CHALLENGES
Stigma or taboo around the policy topic — community may feel the imbalance should be left alone.	Outreach and involvement with the community about the issue being addressed to gain their support from the beginning. Show how policy will help restore harmony back into community. Create and execute a social marketing plan to build support and positive energy around policy.
Historical/intergenerational trauma — community might negatively react to imbalance, feel that it is not their problem, or bring negative energy to the discussion.	Understand the issue through the community's lens. Develop community trust — see Partner Engagement section. Integrate strengths-based language throughout the policy process. Use elder wisdom and guidance-incorporating cultural teachings and practice.
Community considers new policy to be too controlling — taking away freedom of personal choice.	If appropriate, use cultural teachings which may resonate with traditional communities. Involve the community throughout the process.
Tribal politics – council/council members might be against policy because it conflicts with their agenda, policy views, or political preferences.	Gain tribal partner buy in — find common ground and interests with tribal council.

POTENTIAL CHALLENGES	STRATEGIES TO ADDRESS CHALLENGES

Reluctance to change – community might think the current situation is fine.	Have youth/elders present policy solutions to tribal council. Often council listens intently to these segments of the community. Create and implement a social marketing plan to educate and bring awareness to the community.
Stirring the water/making trouble – community could feel that people should mind their own business or not make matters worse.	Identify the reluctance behind the fear of change. Sometimes, the littlest thing may be the reason behind opposition or resistance — start with a simple discussion. Gain elder support — it will carry the work forward.
Fear of retaliation from community/ council — community members or Tribal Council might retaliate against those who are behind the policy.	Have youth or elders serve as champions. Create a safe space to discuss issues. When space is created for conversations, there can be shared feelings, information, or wisdom that may assist in the efforts.
Lack of financial capacity or resources – money could be viewed as a weakness or barrier.	Create local partnerships (tribal and non-tribal) by developing a network that may help in gaining resources, approval, or support. Seek alternative funding if resources are scarce (e.g. grants, fundraising, sponsorship).
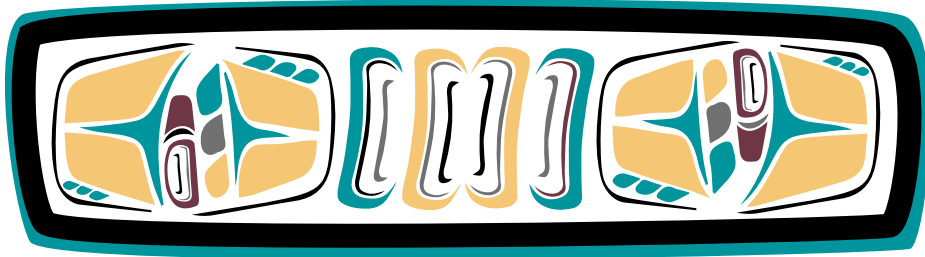
TRAUMA INFORMED CARE & POLICY

Over the last decade, trauma informed care has become a foundational practice in service delivery among health care, education, and public safety agencies. Given the historical and intergenerational trauma history of tribal communities, the trauma informed care model is now becoming the standard in Indian Country. Pairing policy and trauma informed care values is an opportunity to respond to the impact of trauma on tribal members and reduce re-traumatization.
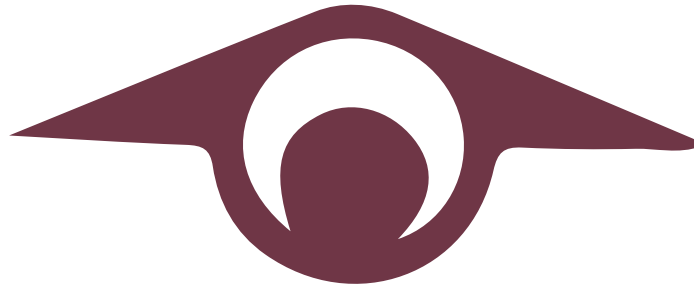
CONCLUSION

The Tribal Policy Guide was created as a resource for tribal nations interested in developing local community policy that aligns within the unique context, history, and identity of tribal culture. Using a tribal lens in the policy process maintains cultural continuity, honors tribal thought, and promotes tribal sovereignty. We hope the Tribal Policy Guide can be another tool in creating effective and culturally informed policy that meets the needs of your community.

Appendices

Appendix 1.1 Tools

ENVIRONMENTAL SCAN AND VALUE TO THE POLICY PROCESS

An environmental scan is an observational method to assess the internal/external environment by collecting information (data). During the early stages of the policy process, the intention is to understand how the environment may be influencing or impacting the tribal community and creating an imbalance.

Findings can be shared with tribal leaders, community members, and other partners to gain support and momentum for policy intervention. The information gathered can inform the community on the urgency of the issue or the impact on community members.

IMPORTANCE OF SCAN

- » Identifies current impact or imbalance
- » Assesses current tribal policy effectiveness or lack of policy
- » Provides knowledge for decision makers that promotes health and wellness
- » Empowers tribes to up hold responsibility for addressing community challenges
- » Captures immediate information

Steps to Conducting an Environmental Scan:

STEP 1: IDENTIFY LOCATIONS (PHYSICAL/NON-PHYSICAL)

» Identify what and where are you assessing (e.g. park, housing units, school, or office settings – note economic, social, political, and cultural environments as well) .
» Note what you see, what develops, and what is missing.
» Talk with members who know the community and have connections (traditional and non-traditional); well-connected community members can provide knowledge, stories, or share wisdom on what is happening. They can offer insight or perspective on what to observe and scan.

STEP 2: IDENTIFY METHODS TO CONDUCTING ENVIRONMENTAL SCAN

» Keep questions relevant to the topic.
» Make sure questions are culturally appropriate or responsive.
» Involve community partners such as youth in the scan process.

Tools to capture information: checklists, statistics, field notes, drawings, GPS mapping, pictures, digital stories or photo voice. See page 58 for sample questionnaire.

STEP 3: SCAN (EXPLORE, OBSERVE, DOCUMENT)

Collect multiple observations in various locations from multiple people if possible.

Quadrant diagram:

- **Environment** (top left): Intergenerational trauma still impacts community. Socio-economic challenges impact the majority of community members.
- **Infrastructure** (top right): Lack of social service programming (Mental Health). Council of Tribal Elders are important governing body.
- **Mission** (bottom left): Intergenerational trauma still impacts community. Community is a matriarchy society.
- **Resource** (bottom right): Increase of tribal youth population. Most community members have HS diploma.

*Above is an example of community observations described through the RWV Model (Cross, 1997).

If using the RWV Model to scan environment, evaluate the relationships and interconnectedness of each community quadrant in search of areas of imbalance and balance. What kind of story or pattern begins to form? Are there reoccurring cycles? Below are questions to consider when scanning.

- »   How does each community quadrant relate with each other? What is the relationship with each quadrant and how do they work together or separately in a community?
- »   Is there missing information, gaps, or avoided topics in any of the quadrants?
- »   What are some complex interrelationships that disturb the balance in the community?

INFRASTRUCTURE:
» Tribal Council supports commercial tobacco policy
» Tribal clinic supports commercial tobacco policy
» Tobacco program
» Tobacco tax/revenue

RESOURCES:
» Education of commercial tobacco
» Clinic provides cessation services
» Tobacco tax/revenue

MISSION:
» Protect community
» Improve overall health
» Commercial tobacco free community
» Reclaiming sacred use of tobacco

ENVIRONMENT:
» Traditional tobacco accepted
» Commercial tobacco accepted/rejected
» Signs and ash trays
» Smoke-free tribal housing, clinic, parks, events, etc.

STEP 4: ANALYZE & INTERPRET
Once the environment has been scanned, compile findings to create a narrative.

» Do the findings tell a story?

» What are the behaviors or outcomes?

» What is impacting the community?

» Are there multiple issues identified?

» Are there clear community resources and strengths?

After analyzing and interpreting observations, organize findings in a report, narrative, or photo voice form and share with the community, tribal leadership, or policy committee.

55 **Note**: Information collected and analyzed can be used to inform policy planning and writing.

Possible Outcomes from Observation Scan

IMBALANCE IDENTIFIED

Present findings to Tribal Council

Impact on community and importance of addressing imbalance

Gain Tribal Council support

Getting council on board will drive effort forward

If current policy exists revaluate effectiveness and develop a strategy

Move to Phase Two:
Research and Planning Phase

NO IMBALANCE IDENTIFIED

End Policy Planning

Environmental Scan Tool
Visual Checklist for Tobacco Use

Location: _____

Date: _____/ _____ / _____

1) Is it acceptable for youth to use commercial tobacco in the community?
- ◊ Yes
- ◊ No

2) Is it acceptable for adults to use commercial tobacco in the community?
- ◊ Yes
- ◊ No

3) Is commercial tobacco use allowed at this location?
- ◊ Yes
- ◊ No (skip to Q.5)
- ◊ I don't know

4) Do you see people using commercial tobacco at this location?
- ◊ Yes (skip to Q.8)
- ◊ No (skip to Q.10)

5) If commercial tobacco use is not allowed at this location, is there a designated smoking area?
- ◊ Yes
- ◊ No
- ◊ I don't know

6) If commercial tobacco use is not allowed at this location, are signs posted?
- ◊ Yes
- ◊ No

7) Do you see people using commercial tobacco beyond signage?
- ◊ Yes
- ◊ No (skip to Q.10)

8) Who do you see using commercial tobacco products? (Check all that apply.)
- ◊ Elders
- ◊ Adults
- ◊ Youth

9) Which tobacco products are being used? (Check all that apply.)
- ◊ Cigarette
- ◊ Cigar
- ◊ Chew/Snuff/Snus
- ◊ E-cigarette/Hookah Pen/Vape Pen/Mod Box/JUUL

◊　Other – please specify: _____

10) Do you smell cigarette smoke?
    ◊　Yes
    ◊　No

11) Are ash trays located...
    ◊　At the no smoking/ no commercial tobacco use sign(s)
    ◊　At the building entrance(s)
    ◊　No ash tray(s)

12) Do you see cigarette butts?
    ◊　1-10
    ◊　11-25
    ◊　Too many to count
    ◊　No cigarette butts

14) Would you feel comfortable asking a person using commercial tobacco to stop?
    ◊　Yes
    ◊　No

If yes, please briefly describe the situation: _____

_____

_____

_____

_____

_____

_____

Please provide any additional comments you may have:_____

_____

_____

_____

_____

_____

Appendix 1.2 Community Readiness Tool

Refer to *Community Readiness Model* developed at *Colorado State University Tri-Ethnic Center*. This model matches an intervention to a community's level of readiness for optimal success. Efforts that are too ambitious are likely to fail because community members will not be ready or able to respond. The Community Readiness Model (http://www.triethniccenter.colostate.edu/community-readiness-2/):

» Encourages the use of local experts and resources.

» Provides a vocabulary for communicating about readiness and a metric for gauging progress.

» Helps create community-specific and culturally-specific interventions.

» Can identify appropriate types of prevention / intervention efforts.

This model can be found at:
http://www.triethniccenter.colostate.edu/wp-content/uploads/sites/24/2018/04/CR_Handbook_8-3-15.pdf

EXAMPLE OF COMMUNITY READINESS:
Native CARS website: https://nativecars.org/

SAMPLE: SMOKE-FREE TRIBAL HOUSING COMMUNITY READINESS SURVEY

The purpose of the survey is to give residents of tribal housing the opportunity to voice concerns and to voice support or opposition of a smoke-free housing policy. A smoke-free policy would ban use of non-traditional tobacco of any kind, including any nicotine delivery device and/or inhalants inside tribal housing. Tobacco use would only be allowed in designated areas outside the building(s).

The answers you give will be anonymous, so please give us your honest feedback. The survey will be used to inform Housing Department management and Tribal Council of support or rejection of a smoke-free housing policy.

Thanks for your help, let's get started!

1. Do you currently live in tribal housing?
   - ◊   Yes
   - ◊   No

2. What type of tribal housing do you live in?
   - ◊ Apartment
   - ◊ Duplex
   - ◊ House
   - ◊ Other (please specify): _____

3. About how many years have you been a resident?
   - ◊ 6 months or less
   - ◊ 6 months - 1 year
   - ◊ 1-2 years
   - ◊ 3-5 years
   - ◊ 6-9 years
   - ◊ 10 or more years

4. Do you smoke commercial tobacco inside your home?
   - ◊ Yes
   - ◊ No

5. Do you allow others to smoke commercial tobacco in your home?
- ◊ Yes
- ◊ No

6. Do you feel residents should be allowed to smoke commercial tobacco within their unit?
- ◊ Yes
- ◊ No

7. Do any of your neighbors smoke within their housing unit indoor or outdoor?
- ◊ Yes
- ◊ No

8. In the past year, how often has tobacco smoke entered your home from somewhere else in or around your home or building?
- ◊ Constantly, 4 or more times a week
- ◊ Frequently, 1-3 times a week
- ◊ Sometimes, 1-2 times a month
- ◊ Never

9. Does tobacco smoke entering your home from neighbors or other sources bother you?
- ◊ Yes
- ◊ No
- ◊ I don't care either way

10. Are you concerned about secondhand smoke entering your home?
- ◊ Yes
- ◊ No
- ◊ I don't know

11. Would you prefer to live in a home or building that is completely smoke-free, including units, balconies/patios, and 25 feet around the building?
- ◊ Yes
- ◊ No
- ◊ I don't care either way

12. Which smoking policy would you prefer?
- ◊ Smoking outside the home on the porch
- ◊ A designated smoking area
- ◊ I do not want a tribal housing smoke free policy

13. In your opinion, how important is it for the Tribe to establish tobacco-free tribal housing and grounds?

◊ Very important
◊ Somewhat important
◊ Not very important
◊ Not important at all

14. To what degree would you support the Tribe in establishing a smoke-free tribal housing policy? (Smokers would be allowed to live in the building, but there will be no smoking in Tribal Housing)
◊ Very supportive
◊ Somewhat supportive
◊ Not very supportive
◊ Not supportive at all

15. What is your age group?
◊ 12-17 years old
◊ 18-24 years old
◊ 25-34 years old
◊ 15-44 years old
◊ 45-54 years old
◊ 55-64 years old
◊ 65-74 years old
◊ 75 years or older

16. How many people currently live in your household?
◊ 1
◊ 2
◊ 3
◊ 4
◊ 5
◊ 6 or more

17. How many children under the age of 18 live in the household?
◊ 0
◊ 1
◊ 2
◊ 3
◊ 4
◊ 5
◊ 6 or more

Appendix 1.3
Sample Policy

Implementation Timeline

1-2 MONTHS

Conduct an environmental scan to identify imbalances in community

Gather input from community on impact of imbalance and addressing imbalance

Consult with tribal elders and spiritual leaders on protocol to address imbalance

Determine if policy is best community response

3-4 MONTHS

Assess community readiness to address imbalance

Engage community partners and develop policy committee

Start drafting policy and implementation plan

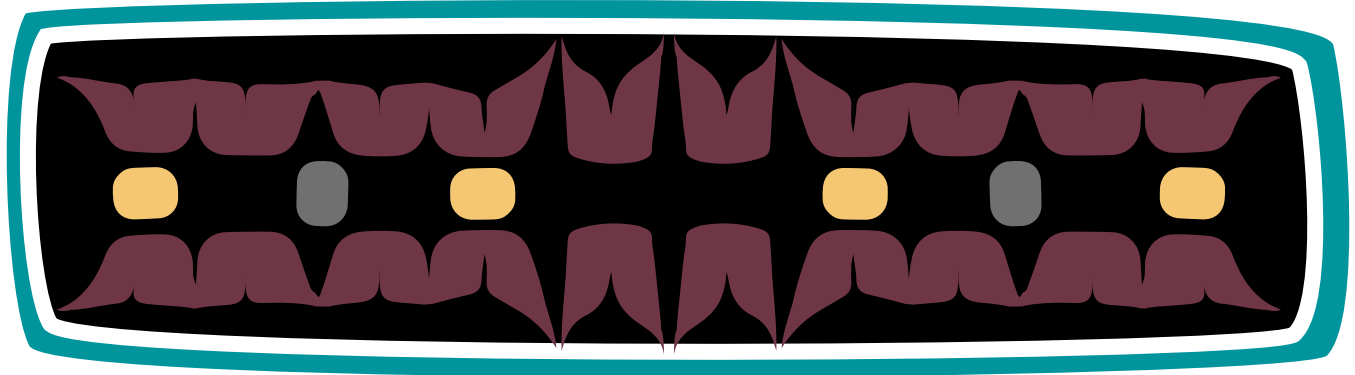## 5-6 MONTHS

Integrate community feedback on final draft policy

Present policy to Tribal Council — once approved implement policy

6-12 MONTHS

Track and measure effectiveness

Revise & re-implement policy if

Appendix 2:
Policy Samples

"TRIBAL HEALTH CENTER"

ADDRESS:
PH:
FAX:

(LOGO)

BACKGROUND

Research has shown that human milk and breastfeeding of children provide advantages with regard to general health, growth, and development, while significantly decreasing the risk for a large number of acute and chronic illnesses. This has the potential to significantly reduce health care costs. Other research in developed countries provides strong evidence that breastfeeding decreases the incidence and/or severity of diarrhea, lower respiratory infection, otitis media and many other acute conditions commonly affecting children.

Further, there are a number of studies that show a possible protective effect of breastfeeding against sudden infant death syndrome, insulin-dependent diabetes, Crohn's disease, ulcerative colitis, lymphoma, allergic disease, and other chronic digestive diseases. In addition, breastfeeding has been strongly linked to enhancement of cognitive development. Later in life, a breastfeeding mother experiences a lower rate of osteoporosis and ovarian cancer.

A 1997 Health Maintenance Organization study found that for the first year of life the average total medical costs of breastfed infants was $200 less than those of bottle fed infants. (Am. Journal of Man. Care 1997;3:861-865.)

Breast milk is ideal nutrition for infants. It is the only food infants need for growth and development for the first six months of life. Gradual introduction of iron rich solid foods in the second half of the first year should complement the breast milk. In 1997 the American Academy of Pediatrics (AAP) made the following recommendations:

- » That breastfeeding continue for at least 12 months, and thereafter as mutually desired.
- » That arrangements be made to provide expressed breast milk if mother and child must be separated during the first year.
- » That breastfeeding be promoted as a normal part of daily life. The AAP encourages family and community support for breastfeeding.
- » That the media be encouraged to portray breastfeeding as a positive norm.
- » That the employer be encouraged to provide appropriate facilities and adequate time in the workplace for breast feeding and or pumping

GOAL

Tribal Health Center will set the example for employers and the community by implementing and maintaining a policy that promotes breastfeeding in the workplace.

POLICY

Program Coordinator will act as the primary point of contact for this policy.

Using established break periods, a breastfeeding employee may breastfeed her infant in non-patient care areas and other areas where mother and infant are otherwise authorized to be, irrespective of whether the nipple of the mother's breast is uncovered during or incidental to the breastfeeding.

» The Breastfeeding employee will be allowed to take regular morning and afternoon breaks as outlined Personnel Policies and Procedures Manual except that morning and afternoon breaks shall be 30 minutes in length to allow enough time for breastfeeding or pumping breast milk. The employee must prearrange this additional time with their supervisor by completing a "Breastfeeding/Pumping Contract," (Appendix A). This form is also available from the Employee Benefits Coordinator (EBC). The EBC, the employee's supervisor and the employee must each sign the contract.

» The contract shall expire in accordance with the following:
   a. When the nursing child becomes one year of age.
   b. If breastfeeding or pumping is no longer necessary during work hours.
   c. If the child quits breastfeeding.

Every effort will be made to make accessible a private room with a lock. This better allows an employee to nurse an infant and pump breast milk to be stored for later use.

» A sign in/out log located in the breastfeeding or pumping area may be required for verification.

An attempt will be made to locate the room in an area where a crying infant will not be disruptive to patients and other employees. The room will have accessible electrical outlets for electric pump use.

The Breastfeeding room shall, at a minimum, contain a comfortable chair, a small table and a wastebasket.

A refrigerator may also be available for safe storage of breast milk.

Breastfeeding women will provide their own containers and all milk stored in a common refrigerator will be clearly labeled with name and date. As always, employees who use the refrigerator shall be responsible for keeping it clean.

For areas without a refrigerator, a secure area will be available to store a personal ice chest or thermos.

Employees who bring their infant in to work to nurse shall clean up after themselves and maintain a safe and sanitary environment. They must provide their own diapers and other baby care items ensuring that all are disposed of in an appropriate, outdoor trash receptacle.

BENEFIT

Mothers with a formula fed infant missed work three times more often because of their infant's illnesses than did mothers who breastfed their infants.

It can therefore be predicted that breastfeeding will routinely result in lower absenteeism, higher productivity, increased company loyalty, increased employee morale and lower health care costs.

REVIEW, UPDATES AND REVISIONS

This policy shall be reviewed annually and revised/updated as needed.

"TRIBAL HEALTH CENTER"

ADDRESS:

PH:

FAX:

Appendix A

Breastfeeding/Pump Contract

I, _____, enter into this breastfeeding/pump contract so that I can continue to nourish my child with breast milk by pumping or breastfeeding during work hours.

I understand that:
 » This contract is for mothers who breastfeed and that it will allow me to use the standard lunch hour and to extend the standard 15-minute break to 30 minutes each morning and afternoon.

 » I may be required to sign in and sign out when I use the designated breastfeeding area.

 » This contract must be approved by my supervising management team member to assure that my department's daily work load is not compromised. I also understand that a periodic review may be conducted to assure that this arrangement has not negatively impacted my performance.

 » Once I have stopped breastfeeding this contract ends.

 » If I choose to breastfeed my baby I must maintain safety and sanitation standards and will ensure soiled baby care items and diapers are disposed of in outdoor trash receptacles.

 » If there is misuse or inappropriate use of this benefit, this contract will immediately be cancelled.

Participant Signature _____ Date _____

Supervisor _____ Date _____

Employee Benefits Coordinator _____ Date _____
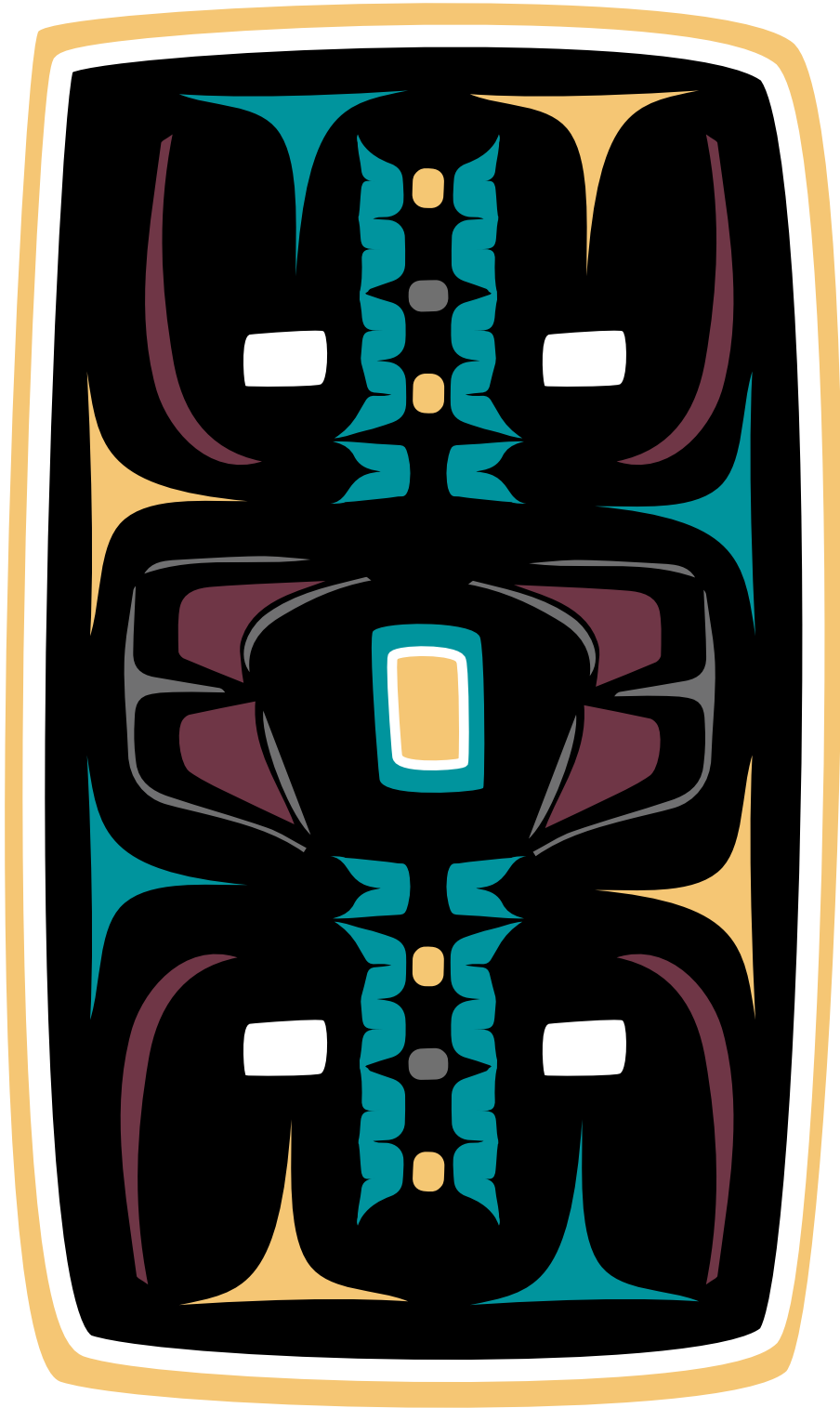
Healthy Foods Policy

DEPARTMENT NAME: Health Education, Food Security Program
POLICY TITLE: Youth Event Food Policy
POLICY NUMBER:

I. PURPOSE:

The purpose of this policy is to establish nutritional standards for food and beverages served at [TRIBE] Tribal Health & Family Services youth-focused (ages 0-18) activities and events. The standards are designed to increase healthy food options and provide access to traditional food. The intent of this policy is to model dietary habits that support healthy living and support culturally appropriate sustainable foods.

There is overwhelming evidence that the elimination of traditional foods has had adverse health, social, economic, and spiritual effects on Native American people. There is a direct link between the epidemic rates of diabetes and the diminishing consumption of traditional foods. This policy will support, utilize and demonstrate local, culturally appropriate and sustainable food systems. It is hoped that the increased consumption of traditional foods will lead to a revitalization of traditional ceremonial activities centering around the traditional food(s) harvest cycles because culture is prevention.

II. POLICY:

It is the policy of [TRIBE] to provide healthy food at youth events to include at least one traditional food choice. Fat, sugar, sodium, genetically modified organisms (GMO's), and other unhealthy food choices will be restricted (See III. Procedure).

This policy outlines nutritional and serving size guidelines for meals, snacks and beverages served at youth events; health y and traditional options are included. Food and beverage choices that are high in sugar and fat, served in large portions, and/or contain GMO's contribute to obesity. Obesity is a key risk factor for several chronic diseases including diabetes, heart disease and some cancers.

This policy requires that at least one culturally appropriate traditional food item is offered with each meal. This will improve the nutritional content of items served and expose youth to the traditional foods of the [TRIBE] people. In addition, this policy aims to create an environment that helps individuals make positive behavior changes to support a healthy lifestyle. This also helps to support a sustainable agricultural system by creating local demand for healthy and culturally appropriate traditional foods.

III. PROCEDURE:

When selecting food and beverages, [TRIBE] staff will use nutrition guidelines as outlined below, endorse the list of culturally appropriate traditional foods and utilize the "Non-GMO Shopping Guide" (attached and available at http://www.nongmoshoppingguide.com).

IV. NUTRITION STANDARDS FOR HEALTHY FOODS & BEVERAGES AND TRADITIONAL FOODS OPTIONS:

A. All foods in each of the categories below must be organic, non-GMO and contain no artificial sweeteners. When possible, selections should be locally grown, harvested and prepared.

B. The Meal Nutrition Guidelines: all meals will comply with the following nutritional guidelines from the Dietary Guidelines for Americans, 2010, USDA:

> http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/PolicyDoc/PolicDoc.pdf

1. 35% or less calories from fat; less than 20 grams of fat per meal.
2. Less than 10% of calories from saturated fats; less than 7 grams saturated fat per meal.
3. Less than 8 grams of sugar per meal.
4. No more than 500 -700 milligrams of sodium per meal.
5. Approximately 600 Kcal per meal.
6. At least 8 grams of fiber per meal.

G. Main Dish: The main dish refers to a single entree or meal component such as a casserole, pasta dish, sandwich, specialty salad, stir-fry, meat/fish serving, or grilled item.

1. 1. Calories per item may not exceed 600 kcal -individual serving sizes only.
2. Total calories from fat may not exceed 30%; less than 20 grams of fat per meal.
3. Sugar content may not exceed 8 grams per meal, except for fruits and vegetables.
4. Trans-fat may not exceed 0.5 grams per serving.
5. Sodium may not exceed 250 milligrams per serving or 700 milligrams per meal.
6. Meats, such as beef and fish shall be limited to 5- ounce serving or less and must meet FDA labeling definition of lean.
   a. Less than 7 grams of fat.
   b. Less than 4.5 grams saturated fat.
   c. Less than 95 milligrams cholesterol per 100-gram serving.
7. Red meat and chicken must be sustainably raised and harvested; this means certified organic/non-GMO grass and/or grain fed, hormone and anti-biotic free.
8. Fish must be wild; non-ranch raised, non-GMO and fresh when possible, not frozen.
9. Canned tuna, seafood, salmon and red meat may not exceed 250 milligrams of sodium per serving.
7. Acceptable cooking methods include; baked, roasted, steamed, broiled or sautéed in a small amount of oil that is low in saturated fat.

H. Side Item: The side item category refers to any dishes served alongside the main dish. Examples of side dish items might include rice, potatoes, breads/rolls, fruits or vegetables with added ingredients, sauces, and salad dressings. All must be organic, non-GMO and, whenever possible, locally grown, harvested and prepared (within 100 miles).

1. Calories per item may not exceed 250 kcal per individual serving size.
2. Total calories from fat may not exceed 30 grams.
3. Sugar content may not exceed 8 grams per meal, except for fruits and vegetables.
4. Trans-fat may not exceed 0.5 grams per serving.
5. Sodium may not exceed 250 milligrams per serving or 700 milligrams per meal.

F. Fruit/Vegetable: The fruit/ vegetable category refers to fresh, frozen, dried, or canned fruit and/or vegetables. All must be organic, non-GMO and whenever possible, locally grown, harvested and prepared (within 100 miles). If additional ingredients are added to the fruit or vegetables, the side item category criteria should be used.

1. Seasonally available local fruits and vegetables are always preferred.
2. All fresh, steamed or cooked vegetables shall have no added fats and/or cream sauce.
3. Canned vegetables; sodium less than or equal to 250 milligrams per serving or less than 700 milligrams per meal.
4. All fresh, frozen, canned or dried fruits without added sugar or sodium.
5. Canned fruits packed in 100% water or unsweetened juice, with no added sweeteners (no syrup-packed fruit; no high fructose corn syrup).

F. Bread and Other Grains: The bread and other grains category refers to breads, pasta, starches, cereals, and baked goods.

1. When cereal grains are offered, a whole grain option must be offered for that item; examples include rice, bread and pasta.
2. Whole grain product must list whole wheat flour, sprouted wheat flour or whole grain flour as first ingredient on food labels.
3. Breads, grains, and cereals contain more than three grams of fiber per serving.
4. Bread and baked goods may not exceed 250 milligrams of sodium per serving or 700 milligrams per meal.

E. Cheese, Milk and Other Dairy Products: The cheese, milk and other dairy products category refers to milk, cheese and yogurt products. All cow's milk, and other dairy products derived from cows' milk offered must be hormone and antibiotic free from cows fed non-GMO diets and labeled rbGH or rbST free (see the Non -GMO Shopping Guide).

1. If milk is offered as a beverage, a non-dairy substitute for the lactose intolerant such as non-GMO soy, almond, rice, or hemp milk must also be offered.
2. If cows' milk is offered, only offer organic 2%, 1% or fat free milk.
3. If cottage cheese items are offered, only offer low fat, 2%, 1% or fat free items
4. If yogurt is offered, only offer 2%, 1% or fat free Greek yogurt with no added caloric sweeteners.

E. Snacks: The snack category refers to packaged or portioned items such as pretzels, chips, crackers, cookies, or muffins.

1. Calories per item may not exceed 250 kcal - individual serving sizes only.
2. Total calories from fat may not exceed 30%, except for foods that are mainly nuts, eggs, cheese, non-fried vegetables, legumes, or seeds.
3. Calories from saturated fat may not exceed 10%, except for foods that are mainly nuts and seeds.
4. Sugar content may not exceed 8 grams, except for fruits and vegetables.
5. Trans fat may not exceed 0.5 grams per serving.
6. Sodium may not exceed 230 milligrams per serving.

G. Beverages: The beverage category refers to all drink items. Drink items containing aspartame or any other artificial sweeteners are not allowed. The use of single serving disposal plastic bottles and/or any type single serving containers that is not reusable or compostable is strongly discouraged.

1. Plain filtered (not distilled) water shall always be offered with every meal.
2. When juice is made available, offer 100% fruit or vegetable juice with no added salts or sweeteners; maximum 12 ounce serving size and must be no more than 180 calories.
3. Vegetable juice may not exceed 230 milligrams of sodium per serving.
4. No calorically sweetened drink items shall be served (examples include soda pop, Kool Aid, artificially sweetened water products, and sport drinks).

E. Traditional Foods Options: This category refers to traditional foods of the [Tribe]. Traditional foods are those whole and ancient foods that have been eaten for centuries and even millennia. They are the foods that your great-great-great-great-great grandmother and grandfather would have eaten. They are foods in their original form, as they were created. These foods are not modernized, processed or packaged. They are foods that have a long history of supporting good health; foods that are whole, nutrient-dense, simple, and basic including: meat and poultry, eggs, whole grains, fish, beans and legumes, vegetables, fruits and berries, roots, nuts, and seeds. For the [Tribe], traditional foods would include but not be limited to:

1. Wild game: bear, beaver, big horn sheep, buffalo, deer, elk, antelope, and prong horn.
2. Fish: wild salmon, steelhead, trout, sturgeon, lamprey eel, cwam (for ceremonial use.)
3. Fowl: duck, goose, grouse, quail, and wild turkey and their eggs.
4. Fruits & berries: blueberries, choke cherries, currants, elderberries, golden berries, gooseberries, huckleberries, juniper berries, Oregon grape, raspberries, salmonberries, service berries, snowberries, wild plums, and wild strawberries.
5. Roots: biscuit root, bitterroot, camas (blue), desert parsley, Indian carrot (wild carrot), ipos; aka "yampa," and wild onion.
6. Nuts and seeds: amaranth, pine nuts, rose hips, and wocus.
7. Plants: buckwheat, cattails, cow parsnips, dandelions, field mint, miner's lettuce, nettles, wild celery, and wild ginger.
8. Fungus & lichens: black lichen, and mushrooms (various varieties).
9. Other: ground hog, rabbi t, prairie dog, porcupine, and turtle.

J. First Foods: Recognizing that all tribes had an extensive trade & barter system pre-contact that continues today, there are many traditional foods that are native to this continent but not necessarily local. In this spirit, these foods listed below are recognized and endorsed as first foods. In support of a sustainable agricultural system, it is preferred that these foods (not a complete list) come from a local, sustainable source:

1. Acorns, barley, beans, cranberries, com, ferns, hazelnuts (filberts), hominy, marionberries, moose, mountain goat, mussels, peppers, popcorn, pumpkin, quinoa, sassafras, shellfish, sunflower seeds, squash (various varieties), tomatoes, wapato, and wild rice.

B. Food Containers: All food containers and service ware shall be made from sustainable, reusable or compostable, bleach free, non-Styrofoam materials. This includes containers used for service and/or leftover foods (paper plates, cups, bowls, and utensils).

Authorization:

Author:	Health Education Department
Responsibility:	Administration
Internal Approval By:	Health General Manager
Ultimate Approval By:	Tribal Council
Date Effective:	
Date Reviewed/Revised:	
Supersedes(Date/Policy):	
Next Review Date:	

_____

[TRIBE] Department Director or Manager   **Date**

_____

[TRIBE] Department Director or Manager   **Date**

TRIBAL COUNCIL CERTIFICATION

We, the undersigned, Tribal Council Chairman and Secretary of the [TRIBE], do hereby certify that at a scheduled Tribal Council meeting held on the _____ day of _____ , 20XX, where a quorum was present, the Tribal Council duly adopted this [TRIBE] policy and procedure by a vote of ___for, ___opposed, and ____ abstention/s.

_____   _____

Name, Tribal Council Chairman   **Name, Tribal Council Secretary**
[TRIBE]   **[TRIBE]**

SMOKE-FREE TRIBAL HOUSING POLICY

[Policy Number]
[Housing Authority]
[Effective Date]

PURPOSE

The purpose of this policy is to support the [Tribal] Tobacco Policy to promote smoke free areas and reduce the risk of second-hand smoke to all residents in the [Tribal Housing Community]. The elderly and young populations, as well as people with chronic illness, are vulnerable to the health effects of second-hand smoking. It is possible for the environmental tobacco smoke to migrate between units in multifamily housing, causing respiratory illness, heart disease, cancer, asthma, and other adverse health effects for those living in neighboring residences. The health of our people is of utmost importance and it is the responsibility of the Tribe to create healthy social norms for our community and our youth sending a message that commercial tobacco use is harmful to the body. Further, it is an effort to prevent any physical wear and damage caused by smoking to the Tribal housing units. All tenants, employees, and guests within the housing community shall be subject to this policy.

IMPLEMENTAION

Secondhand smoke is the smoke that comes from the burning of the end of a cigarette, pipe, cigar, but not to exclude electronic cigarette, hookah, vapor devices, or electronic smoking devices (ESD) and is exhaled from the lungs of the smoker.

- » Commercial tobacco use is the leading cause of preventable death and disease and American Indian and Alaskan Native people suffer serious health consequences including heart disease and cancer.
- » It is recognized that smoking is dangerous to the health of the smoker. Tobacco smoke in a confined area also creates a health hazard to non-smokers, especially those suffering from heart disease, respiratory disease, or allergies.
- » Secondhand smoke is a health hazard to all individuals and violates their privilege of breathing air free from tobacco smoke contaminants. Vaping (also known as e-cigarettes, hookahs, etc.) creates an aerosol of exhaled nicotine, ultra-fine particles, volatile organic compounds, and other toxins. Chemicals identified in Electronic Smoking Devices (ESD) include carcinogens and reproductive toxins.
- » Smoke-filled homes result in higher rates of respiratory disease, lower work productivity, higher cleaning and maintenance costs, increased health insurance rates, and increased liability claims for diseases related to secondhand smoke exposure.
- » It has been determined by the U.S. Surgeon General that there is no safe level of exposure to secondhand smoke, air ventilation systems do not work, and that only completely smoke-free environments can protect health.
- » Additional costs to upkeep housing vacated by smokers and make a unit move-in ready includes - but is not limited to - painting (to cover smoke stains), cleaning the ducts, replacing stained curtains and blinds, removing carpeting that has been cigarette burned with smoked filled odor. A non-smoking policy is another good approach to reduce cost.

- » Tribal Housing Authority (THA) opting to implement non-smoking policy should update THA handbook. Plans should include the tribe's statement of operation, management rules and revised lease agreements to include non-smoking provision.
- » Tenants will be given two copies of the smoke-free policy. After review, the tenant will sign both copies and return to THA and be placed in the tenant's file.
- » All housing units, buildings and facility are considered non-smoking areas. It is the responsibility of the residents to make sure no one smokes inside the housing unit.
- » Smoking is allowed outside at designated smoking areas OR permitted 15 to 20 feet from Community Park, playground, and other common use facilities. Therefore, secondhand smoke will not enter the building or area, nor will residents or guests have to walk through secondhand tobacco smoke to enter or leave the building, adjacent buildings, or area. All cigarette or cigar butts must be placed in an appropriate non-combustible container and not thrown on the ground.
- » It is the obligation of each resident to demonstrate responsible actions by showing respect for their housing costs by maintaining proper care and upkeep of their unit and surrounding areas.

TENANT CERTIFICATION

I have read and understand the above policy and I agree to comply fully with its provisions. I understand that failure to comply may constitute reason for termination of my house agreement with [Tribal Housing Authority].

Print Name:

Signature: **Date:**

Address:

SMOKE-FREE SCHOOL CAMPUS POLICY

[Policy Number]
[Name of School]
[Meeting Date]

In accordance with federal requirements [Name of school] will provide a smoke-free environment for children and adults who attend this school. The Policy comes into effect on [Date].

POLICY

[Name of School] is dedicated to providing a healthful, comfortable and productive work environment for children, staff and families.

The United States Surgeon General, in the 1986 report, The Health Effects of involuntary Smoking, concluded that:

» Involuntary smoking is the cause of disease, including lung cancer, in healthy nonsmokers.
» The simple separation of smokers and nonsmokers within the same air space may reduce, but does not eliminate, the exposure of nonsmokers to environmental tobacco smoke.

In light of these findings, [Name of School] shall be entirely smoke-free.

Smoking will be strictly prohibited within the school's building, including offices, hallways, playgrounds, restrooms and community areas. This policy applies to all employees, parents, contractors and visitors.

Copies of this policy shall be distributed to all employees. "No Smoking" signs shall be posted at all building entrances.

The success of this policy will depend upon the thoughtfulness, consideration and cooperation of smokers and nonsmokers. All employees share in the responsibility for adhering to and enforcing the policy. Any problems should be brought to the attention of the appropriate supervisor and handled through the normal chain of command. Employees who violate this policy will be subject to the same disciplinary actions that accompany infraction of other program requirements.

COMMERCIAL TOBACCO RESOLUTION

Resolution

Title: Resolution for the Elimination of Commercial Tobacco in [Tribal Housing, Work Place, Enclosed Public Places, and Events].

WHEREAS, The _____ [name of tribe], is a sovereign nation;

WHEREAS, American Indian and Alaska Native people have the highest rate of tobacco use in the [Region/State];

WHEREAS, Commercial tobacco use is the leading cause of preventable death and disease and American Indian/Alaskan Native people suffer serious health consequences including heart disease and cancer;

WHEREAS, Secondhand commercial tobacco smoke exposure is another leading cause of preventable death, and causes disease in healthy nonsmokers, including heart disease, stroke, respiratory disease, asthma, and cancer;

WHEREAS, It has been determined by the U.S. Surgeon General that there is no safe level of exposure to secondhand smoke, air ventilation systems do not work, and that only completely smoke-free environments can protect health;

WHEREAS, A significant amount of secondhand smoke exposure for American Indian/Alaskan Native adults and children occurs in the home, workplace and public facilities and even short exposures may result in serious adverse health effects and even death;

WHEREAS, Electronic cigarettes or any vapor products are not a harmless alternative to traditional cigarettes and are not FDA approved cessation devices;

WHEREAS, Commercial tobacco-free homes, workplaces, and public protect people from secondhand smoke, reduce commercial tobacco use overall, support healthy lifestyles, model healthy behavior, and support quit attempts;

WHEREAS, The health of our people is of utmost importance and it is the responsibility of the Tribe to create healthy social norms for our community and our youth, thereby sending a clear message to all that commercial tobacco products are harmful to the body;

WHEREAS, Commercial tobacco-free tribal workplaces will protect the health of our children, grandchildren, families, and community members.

THEREFORE, BE IT RESOLVED that tobacco use, including electronic cigarettes or devices shall be prohibited within the facilities owned, operated, or leased by the Tribe including:
   a. all areas indoor of tribal housing;
   b. all areas within enclosed places that are open to and frequented by the public;
   c. all areas within places of employment; and
   d. all outdoor areas within 50 feet of entrances, exits, and windows that open to enclosed public places and places of employment.

BE IT FURTHER RESOLVED, that "no smoking" signs or the international "no smoking symbol (a picture representing a burning cigarette enclosed in a red circle with a red bar across the cigarette) within 50 feet shall be clearly posted in every building or other area where smoking so prohibited by this article, including private residences used as a childcare, adult, or health care facility. Every public place where commercial tobacco use is prohibited shall have posted at every entrance a conspicuous sign stating that smoking is prohibited.

CERTIFICATION

I hereby certify that the above resolution was duly adopted at a regular meeting of the _____ Tribe on this ____ day of _____ (20XX) at which a quorum was present, with a vote of ___ for, ___ against, abstentions, absent.

_____   _____
(Name), *President/Chair*   Date

ATTESTED:

_____   _____
(Name), *Tribal Administrator*   Date

Appendix 3: Tips on Writing Policy

CORE ELEMENTS OF POLICY TYPICALLY CONTAIN:

- » Name or title of policy
- » Adoption or approval date
- » Effective date for policy implementation
- » Who approved or authorized policy/authored
- » Who is affected by the policy or intending to impact (population, dept. or organization)
- » Purpose of the policy (course of action/plan) — what does it plan to do and how? What are the steps and actions involved?
  - › Examples could be policy will eliminate imbalance, reduce imbalance, or keep imbalance from getting out of control
- » Outline of responsibilities and authorities (who does what and who is authorized)
- » Implementation Plan/Stages includes: staff roles, timeline of implementation, communications plan, procedure of policy, regulation of policy, and evaluation procedure

Note: Check if the tribe has an existing policy or resolution format to follow — ask tribal council office, tribal legal counsel, or tribal court for existing templates.

WHEN WRITING ENSURE POLICY:

- » Is expressed as broad statements addressing the "what" and/or "why"
- » Clearly states what imbalance is being addressed.
- » Clearly expresses the expected outcome of the policy (why the suggested policy is needed).
- » Is written in short sentences and paragraphs — avoid using technical jargon, legal terms, acronyms, or fancy vocabulary.
- » Is written in active voice — identifies who is performing action.
  - › Passive voice: Regulations have been proposed by the Department of Labor.
  - › Active voice: The Department of Labor proposed new regulations.
- » It is easy to read meaning in clear and concise language.
  - › Incorporate tribal language when necessary.
- » Provides guidance on decision making or course of action on policy issue, who will conduct oversight, and offer an accountability mechanism (what happens if policy is not followed).
- » Reflects current tribal regulations, law, constitution, bylaws, codes, mission, goals, values, philosophies, culture/tradition, protocol, and traditional/customary law (cite relevant laws, regulations, or codes in the body of the policy if necessary).
  - › Requires checking in with tribal council, tribal legal counsel, elder's council or tribal court to ensure the policy is aligned with the above mentioned.
  - › Customary law: "set of customs, practices, and believes that are accepted as obligatory rules of conduct by indigenous peoples and local communities." (2016 World Intellectual Property Organization)

Appendix 4:
Evaluation and Research Tools

"If you research what the community values, the community will value what you research"

—Anonymous

Selecting research and evaluation methods to monitor the progress of the new policy will vary by community. Evaluation is an important tool to help determine the impact of new or revised policy. The data collected can be used as credible evidence of the policy's effectiveness on the intended outcome. It may also serve as an accountability tool that can justify additional resources such as funding, staffing, or materials. Data can be a structured way to communicate policy strengths and areas of improvement with the community, stakeholders, or partners. Data collected can be shared with other tribal departments or communities to be used on future policy projects. Below is an overview of evaluation and research information to inform how to approach evaluating policy.

QUANTITATIVE DATA – INFORMATION COLLECTED AND EXPRESSED THROUGH NUMERICAL

**Data presented as percentages, interval, ratios, nominal, or ordinal numbers**

Answers questions:
- ◊ "How many?"
- ◊ "Who was involved?"
- ◊ "How much did it cost?"

Data may be collected using:
- ◊ Surveys or questionnaires
- ◊ Pretests/post-tests
- ◊ Review of data from documents or databases
- ◊ Observation

Qualitative data is very useful in helping to create the narrative to support policy development. It gives the "why" behind what is going on in the community. It is also easier to communicate qualitative data to partners or policy decision makers based on their ability to relate to the data.
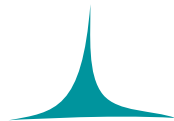
QUALITATIVE DATA – INFORMATION CAPTURED THAT IS NOT IN NUMERICAL

**Focus is on value of experiences of community or stakeholders, i.e. storytelling**

Answers questions:
- ◊ "What value was added?"
- ◊ "Tell me about your experience with…"
- ◊ "Describe how this policy has impacted you"

Data may be collected using:
- ◊ Surveys or questionnaires
- ◊ Interviews
- ◊ Observations
- ◊ Focus groups
- ◊ Formal/Informal conversations

When collected correctly, quantitative data can give precise information on the effectiveness of the policy. However, using only this approach may not explain the whole context or complexity of the community imbalances (i.e. Community voice may be hard to understand through numerical values).
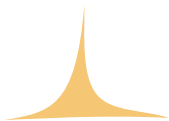
MIXED METHODS APPROACH – Pairs quantitative and qualitative outcome data to tell the story of change over time. Indigenous evaluation approaches often use a mixed method to tell the story of the community.

Tribal data indicators:

Restoring balance and harmony within the context, mental, physical, and spiritual self
Resilience
Connection to culture

Examples of evaluation scales:

Community Based Participatory Research
Strengths Enhancing Evaluation Research Model

STARTING YOUR RESEARCH AND EVALUATION FOUNDATION BEGINS WITH ESTABLISHING A DATA COLLECTION PROCESS:

◊   Identify variables to collect;
◊   Decide how data will be stored;
◊   Choose responsible party for data collections and analysis;
◊   Decide how data will be analyzed and how data will be reported back to the community.

Many tribes have partnered with outside research entities such as tribal epidemiology centers, universities, colleges, consultants, or non-profit organizations when planning their evaluations and collecting data. If the tribal community has the capacity, knowledge, and experience in research evaluation, consider using community resources before outsourcing to non-tribal sources.
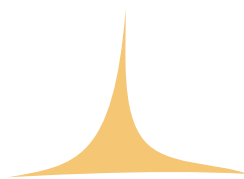
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