

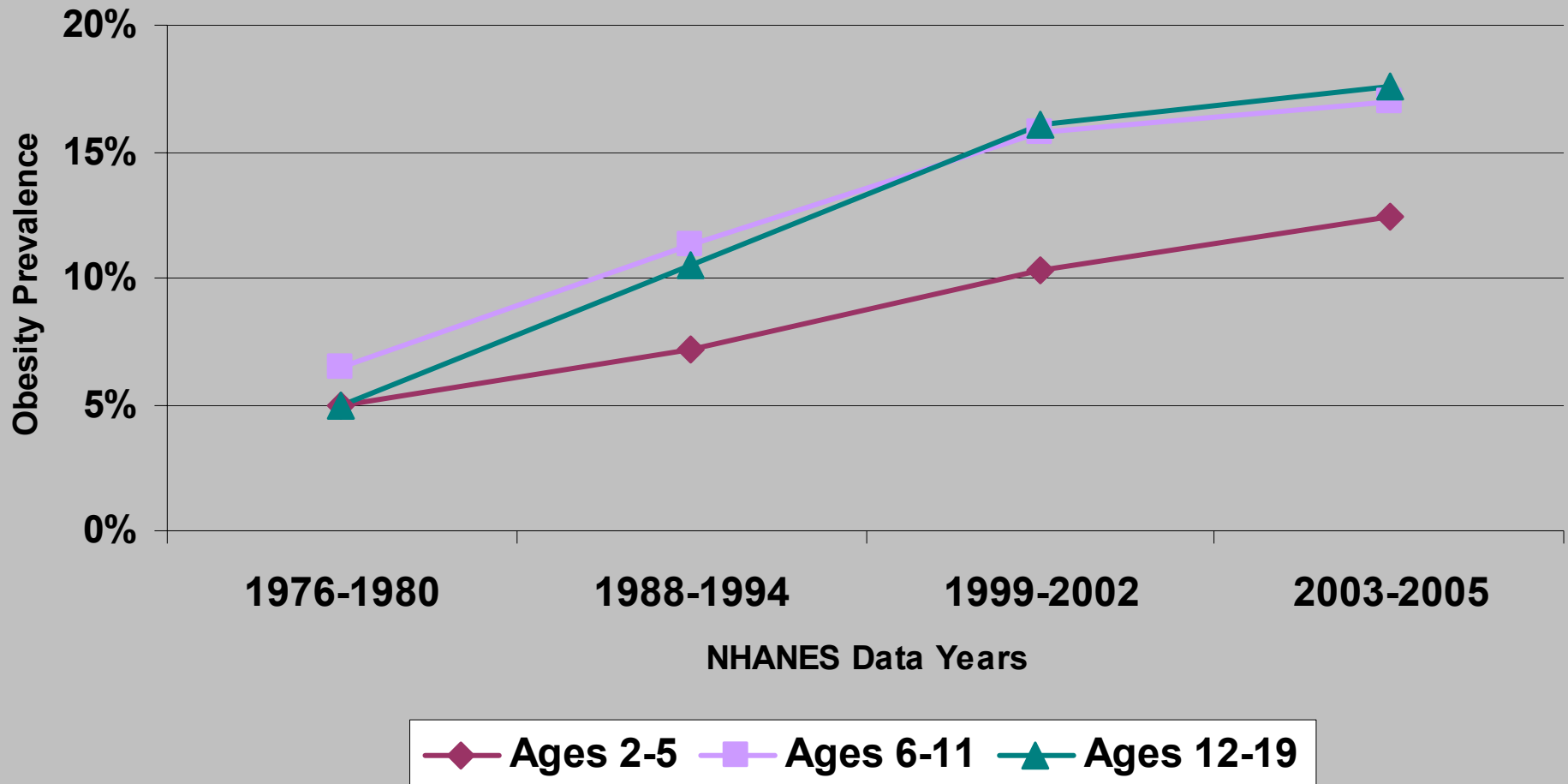


public health
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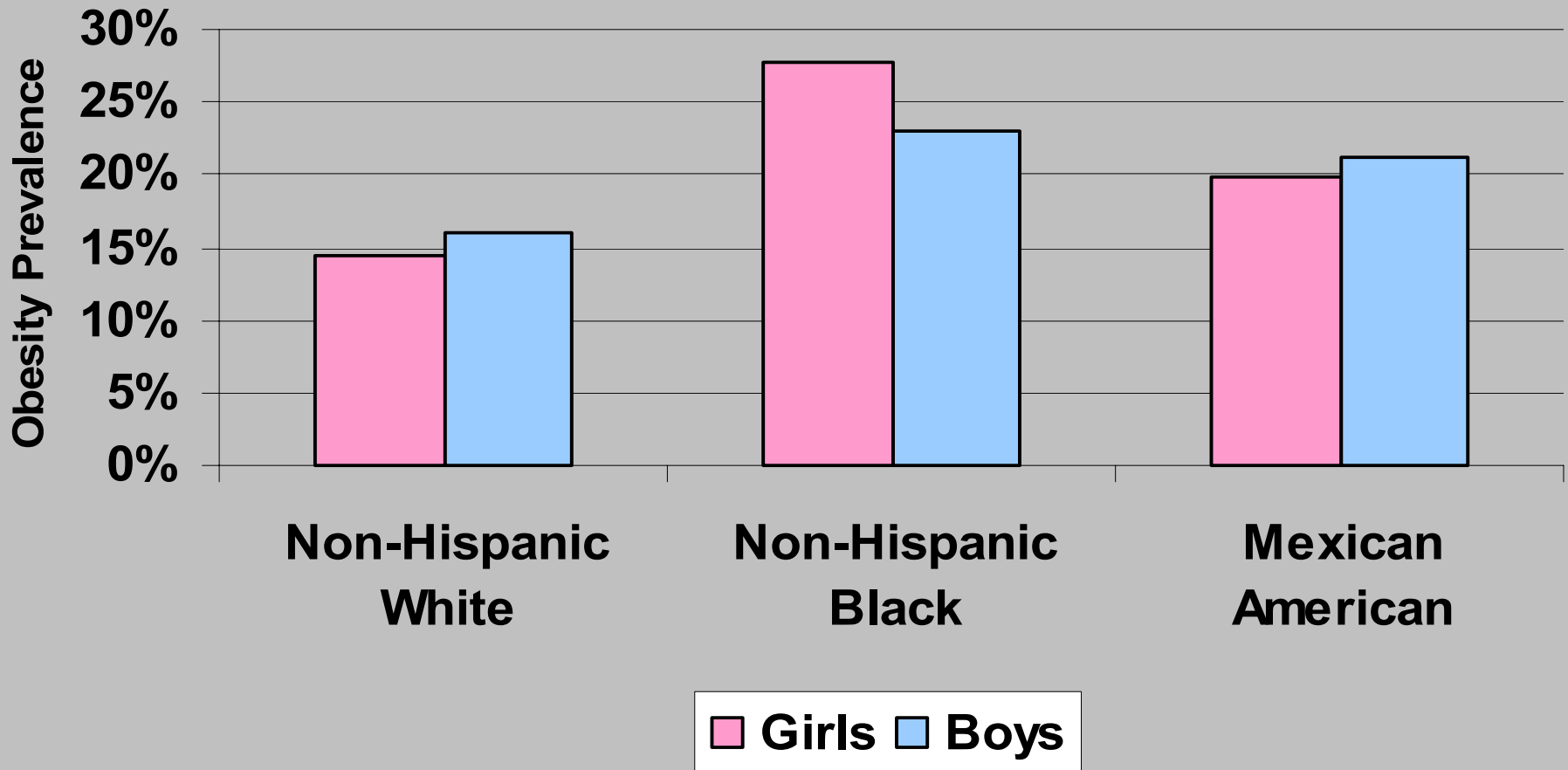
Facilitating School Recreation Facility Joint Use

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Childhood obesity has increased by over 100 percent in 30 years.



Obesity rates for children of color are at least one-third greater than those for white children.



Data from NHANES 2003-2006.

Centers for Disease Control and Prevention. Obesity Prevalence. Available: <http://www.cdc.gov/nccdphp/Dnpa/obesity/childhood/prevalence.htm>



Unhealthy food environment.



Transportation infrastructure hostile to walking and cycling



Lack of access to places for physical activity



Recreation facilities go unused



Opening school recreation facilities to public can be a partial solution to this problem



Ways to gain access to School site recreational facilities

- Informal agreements with the principal or school district to leave the gates open
- Joint Use Agreements with Schools
- Committing to Joint Use in the Open Space Elements of General Plans

Creating Political Momentum for Joint Use

- Know the political climate in which you are operating
- Get to know the school administrators and their needs
- Engage community residents, youth and other key stakeholders in a dialogue about access to places for physical activity – **have them share their priorities**
- Share health data

Schools are partners that have their own needs

**WELCOME TO OUR SCHOOLS
FOR THE SAFETY OF OUR STUDENTS
AND PROTECTION OF OUR PROPERTY
Please Observe the Following Regulations:**

- 1. USERS OF SCHOOL PROPERTIES MUST HAVE A USE PERMIT.**
- 2. CLIMBING ON FENCES AND BUILDINGS IS STRICTLY PROHIBITED.**
- 3. INTOXICATING BEVERAGES AND DRUGS MAY NOT BE BROUGHT ON CAMPUS.**
- 4. VEHICLES PARKED ON GROUNDS NOT DESIGNATED FOR PARKING WILL BE TOWED AT OWNER'S EXPENSE.**
- 5. VANDALS WILL BE PROSECUTED, PARENTS / GUARDIANS ARE LIABLE FOR DAMAGE.**

E.C. 48909

**VIOLATORS WILL BE PROSECUTED
UNDER SECTION 626.8 OF THE CALIFORNIA PENAL CODE
AND SECTION 32210 OF THE CALIFORNIA EDUCATION CODE.
COMMUNITY MEMBERS ARE URGED
TO HELP PROTECT SCHOOL SITES
PLEASE CALL 911**

Model agreement 1: opening the gates for community access



- This is happening all over the state (eg. Palo Alto, Santa Maria, Clovis, Vallejo)

Model agreement 2: Other civic agencies gaining access to school indoor or outdoor facilities

- eg. Daly City, Fresno, Los Gatos, Moraga,
-



Model agreement 3: YMCAs or Boys and Girls clubs gaining access to indoor and outdoor school facilities for activities.



eg. San Diego, Burlingame, Garden Grove, La Quinta, San Diego (proposed), San Jose (proposed), Santa

Model agreement 4: reciprocal access to partner properties

- eg. San Carlos, West Sacramento, San Ramon



Be aware of **MOLO** and deal with it in the agreement

- Maintenance
- Operations
- Liability
- Ownership



Checklist for Developing a Joint Use Agreement (JUA)

Many communities lack safe, adequate places for children and their families to exercise and play. Schools might have a variety of recreational facilities – gymnasiums, playgrounds, fields, courts, tracks – but many districts close their property to the public after school hours because of concerns about costs, vandalism, security, maintenance, and liability in the event of injury.

Most states currently have laws that encourage or even require schools to open their facilities to the community for recreation or other civic uses. Nonetheless, school officials may be reluctant to do so, cautious about the expense in times of increasingly tight budgets. The good news is that city, county, and town governments can partner with school districts through what are known as joint use agreements to address these concerns.

A joint use agreement (JUA) is a formal agreement between two separate government entities – often a school and a city or county – setting forth the terms and conditions for shared use of public property or facilities. JUAs can range in scope from relatively simple (e.g., opening school playgrounds to the public outside of school hours) to complex (allowing community individuals and groups to access all school recreation facilities, and allowing schools to access all city or county recreation facilities).¹

Just as there is no one model JUA, there is no single method to develop an agreement. Successful JUAs require a lot of thought, effort, and cooperation to reach agreement on a range of issues.

This checklist is designed to identify issues for the parties to consider when developing a JUA to share existing facilities. Not all of the issues presented will be applicable in all situations, and there may be issues unique to a community that are not included here.

NPLAN has developed four model JUAs as templates for communities to use to develop their own agreements. See all NPLAN joint use products online at www.nplanonline.org.

Potential Sources of funds for Joint Use projects

- Federal and State Grants and Allocations
- Development–Driven Funding Sources
- Fee-based Revenues
- Renewable, Dedicated Revenue Sources such as Special Taxes, Assessments, Impact fees
- Redevelopment tax increment financing



public health law & policy

planning for healthy places

Opening School Grounds to the Community After Hours

A Toolkit on Joint Use

In many communities, safe places to exercise and play are few and far between.

Walking and bicycling can be dangerous on roads made for cars. Parks and playgrounds are often located in remote areas or poorly maintained. And many streets and other popular destinations are too far for children and their families to reach on foot.

Neighborhood schools feature a variety of recreational facilities, from gymnasiums and running tracks to sports fields and playgrounds. But districts often close their property to the public after school hours. In an era of increasingly tight budgets, they don't have the resources or capacity to run programs, and some are concerned about vandalism, security, maintenance, and liability in case of injury.

The good news is that local governments and community-based organizations can partner with school districts through joint use agreements, allowing them to share the costs and responsibilities of opening school property to the community after hours.

Public Health Law & Policy (PHLP) has developed a new toolkit to help communities and school districts work together to increase access to recreational facilities on school grounds. The toolkit includes practical information and tools for advocates and policymakers:

- The benefits communities can reap from joint use partnerships
- Basic requirements for joint use agreements
- Ways to overcome barriers that can stand in the way of negotiating and enforcing agreements
- Case studies from urban, rural, and suburban communities, illustrating some of the keys to successful partnerships
- Model language to serve as templates for different types of joint use agreements



To receive an alert when PHLP's new joint use toolkit is released, sign up at www.healthyplanning.org/newsletter.html



How to Use Economic Development Resources to Improve Access to Healthy Food

Every street is valuable access to a community, not only in this state healthy food store is available, but they also can provide living wage jobs, raise the value of surrounding property, and provide local economic development for the neighborhood.

Public health officials and advocates can partner with economic development and other city agencies to help bring new food retail and food service opportunities. This fact sheet is designed to provide a basic overview of how economic development programs work, highlighting a variety of ways for advocates to influence the process.

How to Use Redevelopment to Create Healthier Communities

Revitalizing distressed neighborhoods through the formal process known as redevelopment can transform urban communities, bringing an array of benefits that improve community health.

Redevelopment efforts are necessary to deal effectively with the decay and abandonment that plague a number of properties that create blighted conditions. From improving transit and street safety to increasing access for rental, financing, and renovation, public health officials and advocates can work with redevelopment agencies to ensure that plans maximize and build on existing investments in healthy food and physical activity.

This fact sheet is designed to give advocates a general introduction to the redevelopment process and highlight ways that advocates can engage in the process.



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Economic Development and Redevelopment

A toolkit for building local business communities

How to Create and Implement Healthy General Plans

A toolkit for writing local government documents

General Plans and Zoning

A toolkit to planning healthy urban communities

