



**NATIONAL POLICY & LEGAL ANALYSIS NETWORK
TO PREVENT CHILDHOOD OBESITY**



Health and Community Centered Schools



Sara Zimmerman, JD

What is the connection between health and school location?



1/3 of **CHILDREN** are overweight or obese

Health effects of obesity

Diabetes

Cancer

Asthma

Heart disease

Low self-esteem

High blood pressure

High cholesterol

Depression

Insufficient physical activity



Kids aren't getting the exercise they used to on the way to school

Rates of walking and bicycling:

1969: 50% of students

2009: 12% of students



What's the biggest reason children don't walk or bicycle to school?

Distance

Percent of children living less than one mile from school:

1969: 45 percent

2001: 25 percent



Kids who walk or bicycle to school get more physical activity, have a lower risk of obesity & diabetes, and improve overall health.

Active Living Research. Walking and Biking to School, Physical Activity and Health Outcomes. May 2009.



A young girl with brown hair, wearing a purple t-shirt, is looking through a chain-link fence. She is touching the fence with her hands. In the background, there is a playground with a wooden structure and trees under a clear blue sky. Another child in a light blue shirt is partially visible behind her.

Joint Use

More kids are physically active after school
when they have **access to a schoolyard.**



Farley et al. Safe Play Spaces to Promote Physical Activity in Inner-City Children: Results from a Pilot Study of an Environmental Intervention. *Am J Public Health.* 97:1625-1631, 2007



What Is a Joint Use Agreement?

A Fact Sheet for Parents, Students, and Community Members

A joint use agreement is a formal agreement between two separate government entities—often a school district and a city or county—setting forth the terms and conditions for the shared use of public property or facilities.

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.¹ 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.



Legal Research



Fifty-State Scan of Laws Addressing Community Use of Schools

STATE	STATUTE	USE OF SCHOOL PROPERTY BY COMMUNITY		LIABILITY			FEES		INSURANCE
		Statute Requires	Statute Authorizes	Imposes Liability for Property Damage on User	Imposes Liability for Injury on User	Imposes Liability on School	Statute Requires Free Use	Statute Permits Fee for Use	Statute Addresses Insurance
AL	Code of Ala. §16-10-11		Yes						
	Code of Ala. §16-63	Yes							
AK	Alaska Stat. §14.03.100		Yes						
AZ	A.R.S. §15-1105		Yes				Yes	Yes	Yes

Factsheets



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JOINT USE AGREEMENT 1:

Opening Outdoor School Facilities for Use During Non-School Hours



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JOINT USE AGREEMENT 2:

Opening Indoor and Outdoor School Facilities for Use During Non-School Hours

Developed by the National Policy & Legal Analysis Network to
Prevent Childhood Obesity (NPLAN)

*Support for this document was provided by a grant from the
Robert Wood Johnson Foundation.*



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JOINT USE AGREEMENT 3:

Opening School Facilities for Use During Non-School Hours and Authorizing Third Parties to Operate Programs



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JOINT USE AGREEMENT 4:

Joint Use of District and City Recreation Facilities

Developed by the National Policy & Legal Analysis Network to
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Checklists



Identify and Reach Agreement on Issues Involving Use

The parties need to agree on operational and management issues.

Priority of Uses

- Rank the priority of types of users to allocate facility use accordingly

Scheduling

- Determine which entity will be responsible for scheduling use
- Determine how to accommodate schedule changes/cancellations

Access and Security

- Determine security needs
- Identify employees who will need access to properties and facilities
- Develop security protocol

Materials and Equipment

- Allocate responsibility for providing equipment/materials
- Determine the need for storage
- If storage is needed, determine location, access, and security

Supervision

- Determine the type of supervision required
- Identify which party will be responsible for providing supervision

Custodial Services

- Determine the type of custodial services/equipment needed
- Allocate responsibility for providing custodial services/trash containers

Toilet Facilities

- Determine access to existing facilities
- Determine need for portable/temporary facilities
- Allocate responsibility for providing and servicing portable toilets

Parking

- Determine access to parking facilities

Maintenance

- Allocate responsibility for regular property maintenance
- Determine whether additional maintenance is needed, and which party will provide service

Inspection and Notification of Damage

- Determine the manner/frequency of property inspection
- Determine protocol for notifying identified employees of damage,
- including whom to contact, by what means, and deadlines for contacting and responding

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 – gymsnasiums, 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.

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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).²

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



Goal: Make It Easy for Schools and Communities to Make It Easy for Kids to Be Healthy





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Sara Zimmerman, JD

Senior Staff Attorney



www.nplan.org • szimmerman@phlpnet.org • (510) 302-3303

2201 Broadway, Suite 502, Oakland, CA 94612

Working Towards Walkable and Diverse Schools



Healthy kids



Integrated schools



Library of Co.



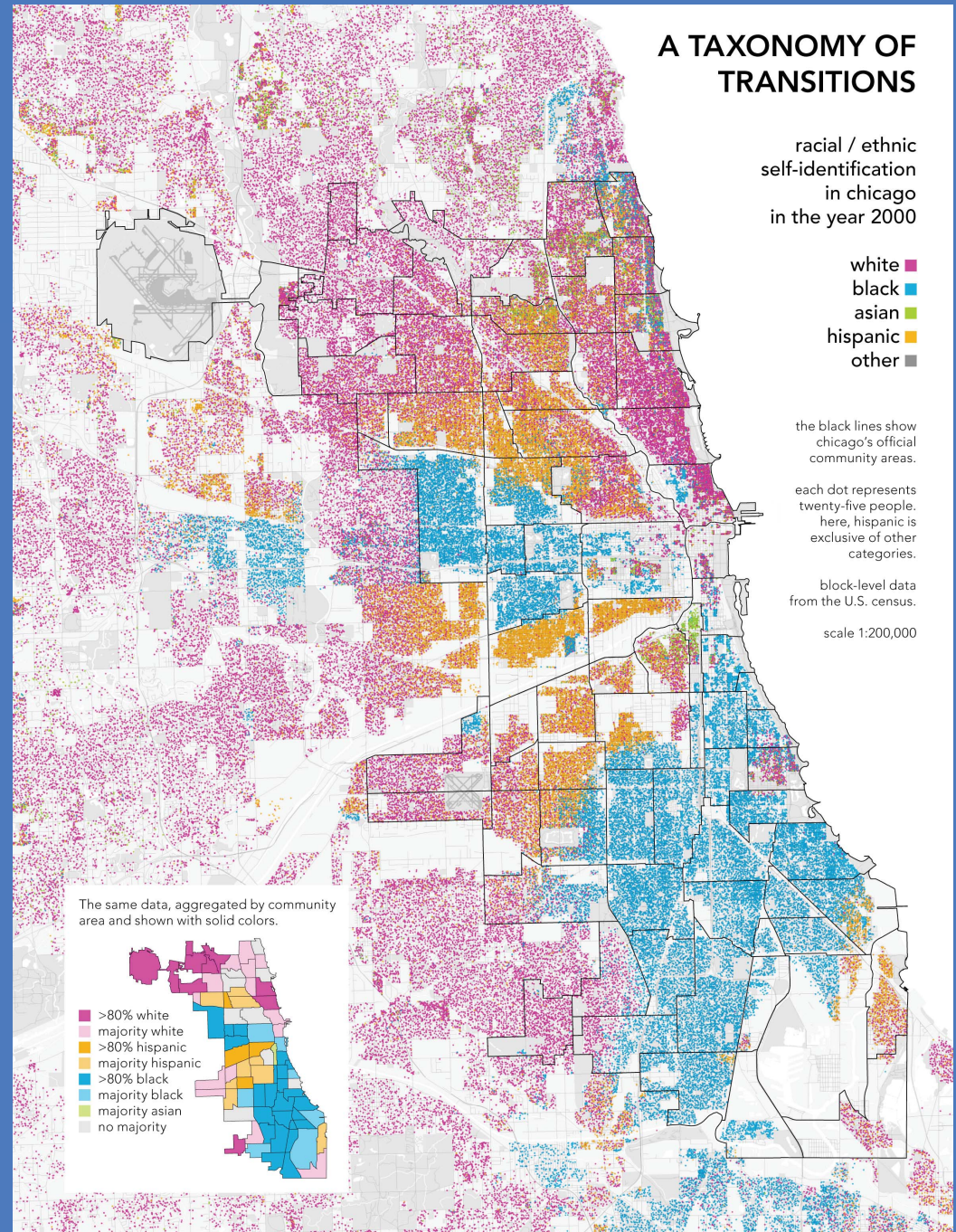
What's the problem?

**Tension between walkability
and diversity**



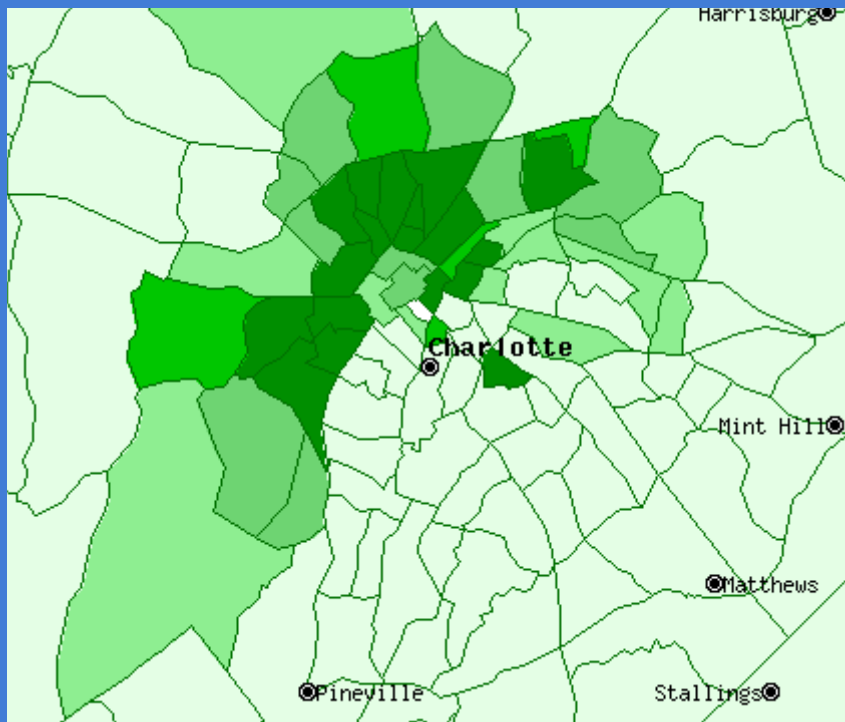
Why?

Racially segregated neighborhoods

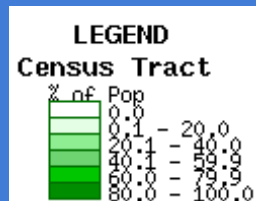
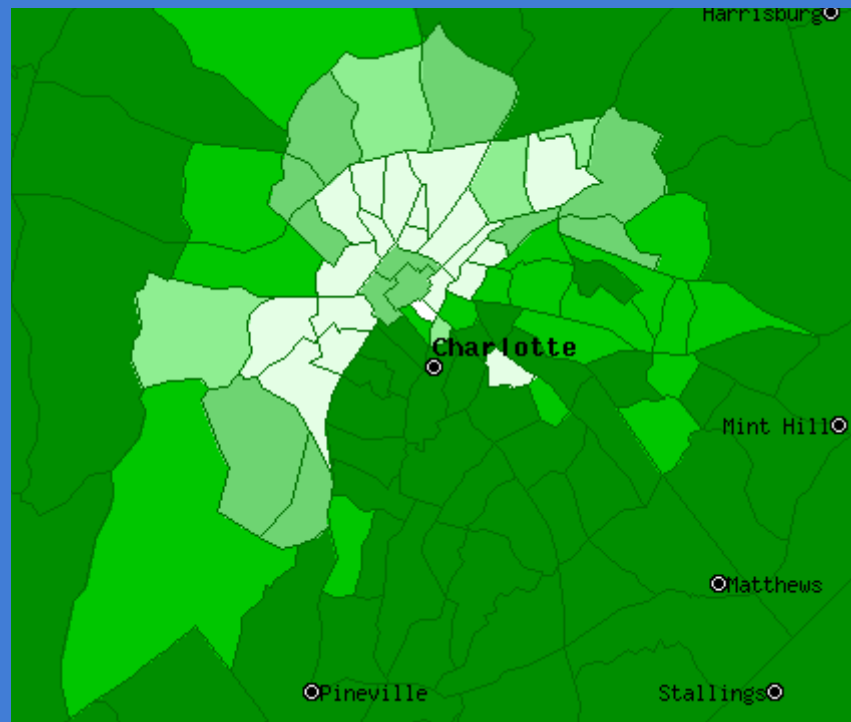


Charlotte, NC

Percentage of black residents

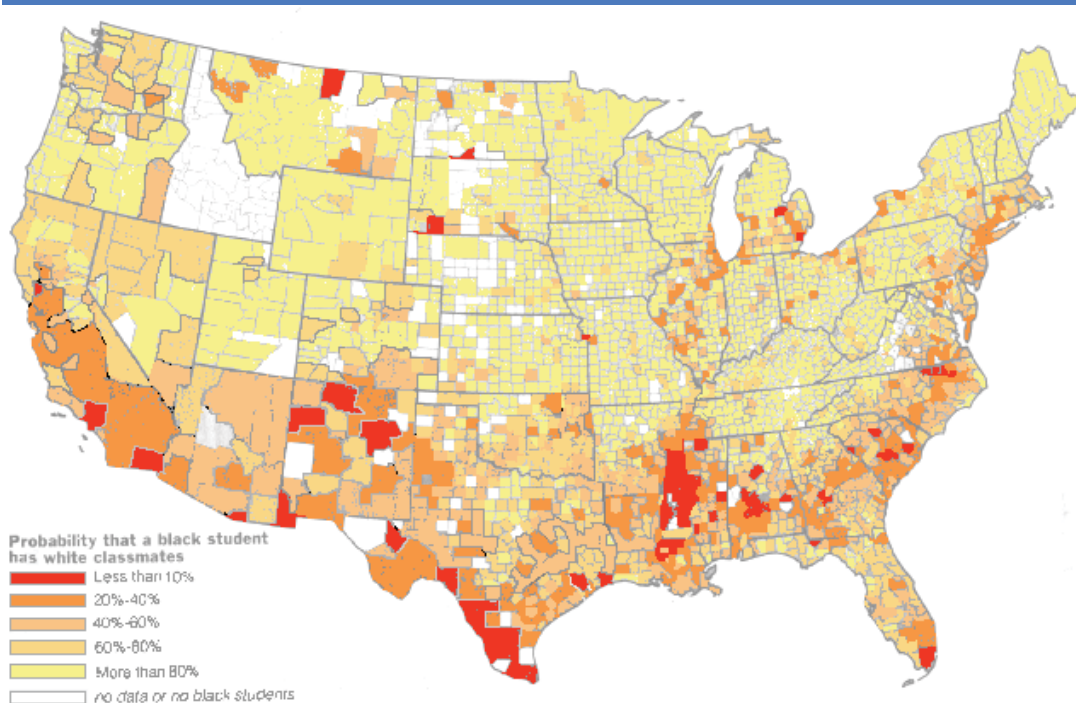


Percentage of white residents



Segregated Children

- In neighborhoods
- In schools: segregation has increased since the late 1980s



Source: adapted from the New York Times, April 2, 2000, p. A5.



Why Do Diverse Schools Matter?

Decrease feelings of racial superiority

Yield adults who live and work in integrated settings

Improve academic performance



What to do?

- Short term strategies
- Long term strategies



1. Address residential segregation

- Joint planning between schools and cities
- Incentives for mixed income housing
- Inclusionary zoning



2. Include walkability and diversity in making decisions about school location



- Formally include criteria in school siting/closure policies
- Locate schools on neighborhood borders
- Focus on smaller schools
- Consider multistory schools in central locations

3. Design student assignment policies to maximize walkability and diversity



- Preferably, use neighborhood assignment policies
- Draw attendance boundaries to maximize diversity while balancing proximity
- Design school choice/magnet programs to encourage diversity

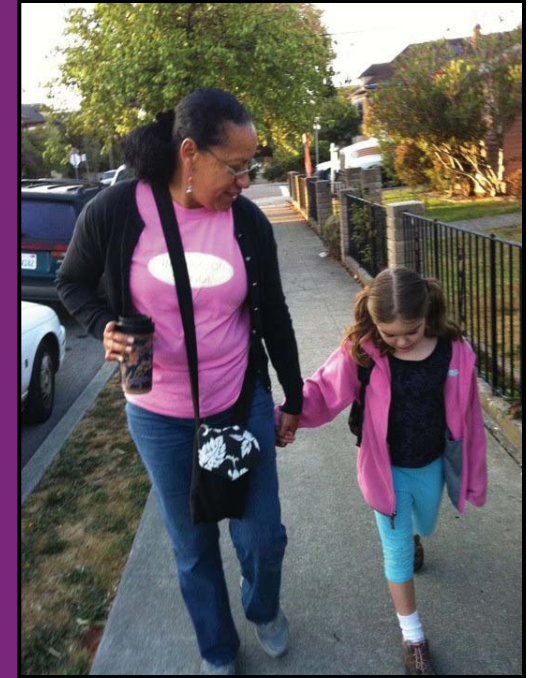
4. Support walkability and bikability



Bottom Line

Walkability and diversity are both crucial for kids' health and success

Balance these key interests





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