

# **BUILDING HEALTHY COMMUNITIES**

A School Leaders Guide to Collaboration and Community Engagement



This project was made possible by a grant from the Vitamin Cases Consumer Settlement Fund. Created as a result of an antitrust class action, one of the purposes of the Fund is to improve the health and nutrition of California consumers.



# **BUILDING HEALTHY COMMUNITIES**

**A School Leader's Guide to Collaboration and Community Engagement**

**Produced by:**

California School Boards Association  
and Cities Counties Schools Partnership

2009

This project was made possible by a grant from the Vitamin Cases Consumer Settlement Fund. Created as a result of an antitrust class action, one of the purposes of the Fund is to improve the health and nutrition of California consumers.

© 2009, **California School Boards Association** | 3100 Beacon Blvd., West Sacramento, CA 95691  
800.266.3382 | [www.csba.org](http://www.csba.org) | [www.csba.org/wellness.aspx](http://www.csba.org/wellness.aspx)

*This material may not be reproduced or disseminated without prior written permission from the California School Boards Association.*

---

## **CSBA 2009 EXECUTIVE COMMITTEE**

**Paula Campbell**, President

**Frank Pugh**, President-elect

**Martha Fluor**, Vice President

**Paul Chatman**, Immediate Past President

**Scott P. Plotkin**, Executive Director

---

## **CALIFORNIA SCHOOL BOARDS ASSOCIATION PROJECT STAFF**

**Martin Gonzalez**, Deputy Executive Director

**Diane Greene**, Principal Consultant

**Betsy McNeil**, Student Wellness Consultant

**Katie Santos-Coy**, Marketing Specialist

**Kerry Macklin**, Senior Graphic Designer

---

## **CITIES COUNTIES SCHOOLS PARTNERSHIP PROJECT STAFF**

**Connie Busse**, Executive Director

**Luan Burman Rivera**, Director Special Projects

**Francesca Wright**, Special Projects Consultant

# TABLE OF CONTENTS

<b>PREFACE</b> _____	<b>VII</b>
California School Boards Association	VII
Cities Counties Schools Partnership	VIII
Purpose of a Collaboration Guide	X
Acknowledgments	XII
<b>1. INTRODUCTION</b> _____	<b>1</b>
Extent of the Problem	1
Impact on Schools	2
Schools at the Forefront	3
<b>2. FOUNDATIONS OF COLLABORATION</b> _____	<b>5</b>
Why Collaborate?	5
Keys to Collaboration	6
Behaviors That Support Collaboration	8
Attitudes That Support Collaboration	10

**3. STEPS IN CREATING A COLLABORATIVE \_\_\_\_\_ 13**

**Step 1 Setting the Stage and Creating the Vision 13**

*Initiating the Process* 13

*Creating a Vision, Guiding Principles and Common Values* 16

*Determining Priorities and Outcomes* 16

**Step 2 Designing the Essential Building Blocks 18**

**Step 3 Implementing the Strategies 19**

**Step 4 Sustaining and Continuing the Collaboration 21**

**Lessons Learned 22**

**Continuum of Collaboration 24**

*Information Exchange/Relationship Building* 25

*Joint Projects* 26

*Changing Rules* 28

*Systems Change* 29

**4. COLLABORATING FOR STUDENT WELLNESS \_\_\_\_\_ 31**

**Collaboration for Nutrition 31**

*Empower Food Services Staff to Seek Opportunities* 31

*Utilize Available Resources* 32

*Create Public Awareness* 33

*Connect at the County Level* 33

*Engage Youth in Finding and Implementing Solutions* 33

*Encourage Cities to Adopt Nutrition Policies* 34

**Collaboration for Physical Activity 35**

*Conduct Walkability, Bikeability and Park Condition Audits* 35

*Establish Safe Routes to School (SRTS and SR2S)* 36

*Participate in Land Use Planning* 37

<i>Make School Siting Decisions That Promote Physical Activity</i>	37
<i>Collaborate on Joint Financing and Joint Use of Facilities and Equipment</i>	38
<i>Establish Other Physical Activity Programs</i>	39
<b>Collaboration for Overweight Screening</b>	<b>42</b>
<b>Comprehensive Collaboration for Obesity Prevention</b>	<b>43</b>
<i>Countywide</i>	43
<i>Citywide</i>	43
<i>Districtwide</i>	43
<b>5. CASE STUDIES</b>	<b>45</b>
<b>Earlimart School District:</b> Onsite Women’s, Infants and Children Nutrition Program and Farmers Market <i>Tulare County</i>	<b>46</b>
<b>Oakland Schoolyards Initiative:</b> Collaborative Planning Play Yards <i>Alameda County</i>	<b>51</b>
<b>Creating a Healthier La Mesa:</b> La Mesa-Spring Valley School District and the City of La Mesa <i>San Diego County</i>	<b>56</b>
<b>Julian Pathways:</b> A Backcountry Healthy Start Model <i>San Diego County</i>	<b>60</b>
<b>Healthy Shasta:</b> New Millennium Health and Fitness Council Northern California <i>Shasta County</i>	<b>64</b>
<b>Healthy Chino Coalition</b> <i>San Diego County</i>	<b>71</b>

<b>6. SUMMARY: CHECKLIST FOR STARTING A COLLABORATIVE</b>	<b>77</b>
<b>7. RESOURCES</b>	<b>83</b>
<b>8. APPENDIX</b>	<b>93</b>
<b>Appendix A</b>	<b>94</b>
<i>Sample Guiding Principles</i>	94
<b>Appendix B</b>	<b>95</b>
1. <i>Fact Sheet for Joint Use Agreements: NPLAN</i>	95
2. <i>Checklist for Developing Joint Use Agreements</i>	98
3. <i>Model Joint Use Agreements: NPLAN</i>	104
4. <i>Sample Joint Use Agreement:     City of Roseville and Dry Creek     Elementary School District</i>	105
<b>Appendix C</b>	<b>112</b>
<i>Sample resolutions and district motions</i>	112
<b>Appendix D</b>	<b>123</b>
<i>Call to Action   Childhood Obesity Action Plan</i>	123
<b>Appendix E</b>	<b>131</b>
<i>Sample School Board Policies</i>	131
<b>Endnotes</b>	<b>161</b>

## **PREFACE**

The California School Boards Association and the Cities Counties Schools Partnership are undertaking a joint effort to support and encourage school board members and other school leaders to take a leadership role in developing community approaches to addressing the nutritional and physical activity needs of children. This three-year project, Healthy Communities—Healthy Students, will equip school board members with the knowledge, resources and tools needed to garner community support and take collaborative action towards making community-wide changes supporting a healthier society.

### **CALIFORNIA SCHOOL BOARDS ASSOCIATION**

CSBA is a collaborative of virtually all of the state's more than 1,000 school districts and county offices of education. CSBA is a member-driven association that supports the governance team—school board members and superintendents—in its complex leadership role.

CSBA envisions a state where the futures of all children are driven by their aspirations, not bounded by their circumstances. These potentially binding circumstances include the physical, mental and environmental health of each child. By supporting school leaders in addressing these binding circumstances, CSBA seeks to build sustainable healthy learning environments that positively impact student learning and achievement.

Since 2000, CSBA has been assisting school board members in fulfilling their role and responsibilities in creating healthy school environments. In partnership with California Project LEAN (Leaders Encouraging Activity and Nutrition), CSBA created the Successful Students Through Healthy Food and Fitness Policies Campaign that seeks to educate school board members on the critical link between nutrition, physical activity, health and academic achievement, and to provide districts/COEs and school board members with tools and sample policies to support a healthy school environment. This highly successful, multi-year partnership employed an intervention strategy that included policy tools, community mobilization, advertisements and trainings.

Building upon this work, CSBA and CPL commissioned a national research project in 2006 on school wellness policy development, implementation and evaluation, with funding from the Robert Wood Johnson Foundation, and developed three research briefs for school board members, state public health nutrition directors and school wellness advocates, and state school boards association leaders.<sup>1</sup>

CSBA conducted a statewide research project in 2007, with funding from The California Endowment, to gauge the perceptions, challenges and needs of school district leaders in providing school health services.<sup>2</sup> In early 2009, CSBA, again in partnership with CPL, surveyed school board members in California to identify barriers and opportunities to strengthening physical education and physical activity in schools. Together these research projects provide CSBA with guidance and direction in this work, and help inform the development of resources, materials and trainings for school leaders.

In addition, CSBA has developed numerous policy briefs, fact sheets, articles, Webinars and workshops on issues such as nutrition standards, physical education exemptions, food safety requirements, wellness policies, oral health, indoor air quality, asthma management, influenza, mental health and diabetes. These materials can be found at [www.csba.org/wellness.aspx](http://www.csba.org/wellness.aspx).

In 2007, CSBA, in partnership with the California Department of Education and California Department of Public Health, co-hosted the inaugural School Wellness Conference that brought together a uniquely diverse group of stakeholders (school board members, superintendents, principals, teachers, nutrition directors and food service staff, nutritionists, physical education staff, district administrators, researchers, nonprofits, parents, students, school nurses, public health staff and other school and community stakeholders) to share best practices, resources and strategies for creating sustainable healthy learning environments. The second School Wellness Conference will be held in the fall of 2009.

---

## **CITIES COUNTIES SCHOOLS PARTNERSHIP**

The CCS Partnership, incorporated in 1997, is a nonprofit, nonpartisan collaboration of associations of local elected officials. The partners in the CCS Partnership are the League of California Cities, the California State Association of Counties, and CSBA. Together the associations represent 7,935 local elected officials including 2,503 city council members and mayors from California's 480 cities, 296 supervisors of the 58 counties, and 5,136 school board members from the 1,029 school districts and county offices of education. The goal of the CCS Partnership is to promote the development of public policies that build and preserve communities by encouraging local collaborative efforts among California's cities, counties and school districts. The CCS Partnership is dedicated to creating a California in which a culture of collaboration, cooperation and mutual support exists among all jurisdictions at the local level.

Since 2004 the CCS Partnership has been encouraging local jurisdictions to create policies and programs to improve the health of communities by addressing nutrition and physical activity for children and youth.

In 2005 and 2006 the CCS Partnership, along with the Local Government Commission and the California Center for Public Health Advocacy, conducted nine regional forums for local elected officials and key staff. At that time, few understood the complexity of the childhood obesity issue and the role that each jurisdiction could play in addressing it. The purpose of the regional forums was to present the broad picture of the obesity epidemic and to generate action in communities.

As a result of the forums, the CCS Partnership recognized the need to reach more local elected officials and to compile information that specifically addressed local jurisdictions. To do this, CCS Partnership's 2006 Conditions of Children Task Force focused its efforts on understanding childhood obesity and creating an action agenda for addressing it. The work of the task force culminated in a document entitled *Healthy Children, Healthy Communities: An Action Guide for Communities*. This action agenda sets forth overall recommendations for communities working together on children's health: keep it local, keep it flexible, collaborate and do something! It also provides seven guiding principles and five strategies for local communities.

**The seven guiding principles for public policy and community action are:**

1. It's a public problem.
2. Don't blame the victim.
3. Address the environmental aspects.
4. Work collaboratively to maximize impact.
5. Make information available in multiple languages.
6. Every child has the right to walk and bike in his or her community.
7. Active healthy living can be California's norm.

**The five community strategies are:**

1. Plan collaboratively.
2. Ensure access to healthy foods.
3. Offer programs and facilities for physical activity.
4. Plan for walking, biking and access to open space.
5. Educate the public.

The executive summary of the *Healthy Children, Healthy Communities* report can be found in Appendix A. The full report is available online at [www.ccspartnership.org](http://www.ccspartnership.org) and provides specific information on actions communities can take.

---

## PURPOSE OF A COLLABORATION GUIDE

Local school wellness policies and state and federal legislation have begun to improve the food and beverage offerings at schools and increase the amount of physical activity students engage in during the school day. School districts/COEs and community members throughout California and across the country are working hard to cultivate a cultural shift towards healthier school environments.

According to the Centers for Disease Control and Prevention, childhood obesity rates that have skyrocketed over the past 30 years have recently begun to plateau.<sup>3</sup> However, obesity rates still remain unacceptably high. Much more is needed in order to have these rates decline and to continue momentum towards affecting sustainable systems change.

Schools are the most consistent institution touching children's lives. School districts and COEs are essential partners for addressing the larger community environment that defines students' options for physical activity and accessing nutritious foods. Local school boards have opportunities to play a strong leadership role.

The role of the school board is to represent the values, beliefs and priorities of their communities. CSBA identifies five core governance responsibilities for school boards:

1. Setting direction for the district
2. Establishing a structure for action
3. Providing support for implementation
4. Holding the system accountable
5. Providing leadership in the community

One of CSBA's strategic goals is to provide comprehensive support for governance teams—in the form of training, support, resources and inspiration to maximize their effectiveness in carrying out their critical leadership functions. Towards this end, CSBA has developed resources to help school board members fulfill four of their five responsibilities as they work to create healthy learning environments. The *Healthy Food Policy Resource Guide* (2003) and the subsequent *Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide* (2005 and 2006) help support school board members in their first two responsibilities, setting direction and establishing structure through the development and adoption of school district policy. In partnership with six

organizations, CSBA provided a series of trainings entitled “Policy In Action: Implementation of Your Local Wellness Policy,” to help school boards with their third responsibility, to provide support for implementation efforts. The *Monitoring for Success: A Student Wellness Policy Implementation Monitoring Report and Guide* is a resource for school board members that addresses their fourth responsibility, to ensure accountability.

This guide, *Building Healthy Communities: A School Leader’s Guide to Collaboration and Community Engagement*, provides support to school board members in fulfilling their fifth responsibility, providing community leadership.

According to CSBA’s research with school governance teams in California, school board members recognize the link between student health and academic achievement, but when faced with a multitude of competing priorities and limited resources, are hard pressed to make wellness a high priority in the district/COE. School board members cited funding, facilities and staffing as primary barriers to providing health services, in addition to having the ability to initiate and engage with community partners and key stakeholders.

This guide has been developed to address those barriers and encourage school board members and district/COE staff to take leadership roles with community partners. It draws upon the tremendous work of many districts that have already reached out to their cities, counties, private businesses, nonprofit agencies and other partners. This guide is a resource that will provide school leaders the knowledge, resources and tools needed to develop collaborative solutions with community partners to create and sustain healthy communities.

## ACKNOWLEDGMENTS

This project was made possible by a grant from the Vitamin Cases Consumer Settlement Fund. Created as a result of an antitrust class action, one of the purposes of the Fund is to improve the health and nutrition of California consumers.

CSBA and the CCS Partnership are grateful to all who participated in interviews, text review and in other ways to make this document possible. The day-to-day work each of these individuals does to support the health and well being of children is commendable, and we are grateful for the time and insights they provided.

**Cindy Akin**

Policy Consultant  
California School Boards Association

**Marlene Canter**

School Board Member  
Los Angeles Unified School District

**David Alexander, Ed.D.**

Principal, Bonnie View School  
Redding School District

**Steve Castanada**

City Council Member  
City of Chula Vista

**Joy Booth**

School Board Member  
Julian Union School District

**Mark Cibula**

Supervisor, Shasta County

**Mary Borevitz**

School Board Member  
San Marcos Unified School District

**Priscilla Cox**

School Board Member  
Elk Grove Unified School District

**Naomi Butler**

Public Health Nutrition Manager  
County of San Diego

**Robert Duff**

School Board Member  
La Mesa Spring-Valley School District

**Michael Calta**

School Board Member  
Chino Valley School District

**Ron Dwyer-Voss**

School Board Member  
Natomas Unified School District

**Susan Elizabeth**

Community Coordinator  
Central California Regional  
Obesity Prevention Program

**Kanoa Elizondo**

Adaptive Physical Education Specialist  
San Marcos Unified School District

**Dena England**

Director of Food Services  
San Marcos Unified School District

**Terri Fields Hosler**

Deputy Director  
Health & Human Services  
Shasta County

**Ann Gaffney**

Nutrition Director  
Elk Grove Unified School District

**Yvonne Garrett**

Director of Community Services  
City of La Mesa

**Andrea Giancoli, MPH, RD**

School Nutrition Coordinator for Marlene  
Canter, Los Angeles School Board

**Amy Haessly**

Nutrition Education & Training Supervisor  
Vista Unified School District

**Sharon Hillidge**

Resource Teacher  
Chula Vista Elementary School District

**Joyce Houston**

California Project LEAN  
Humboldt County Public Health Department

**Neyda Ibarra**

Latino Cultural Health Initiatives Director  
American Heart Association

**Wanona Ireland**

School Board Member  
Travis Unified School District

**Paula Jameson**

Former Director of Learning Support  
La Mesa-Spring Valley School District

**Susi Jones**

Executive Director  
Julian Pathways  
Julian Union School District

**Curley Jordan**

Health Information Specialist  
County of San Diego

**David Kakishiba**

School Board Member  
Oakland Unified School District

**Diane Kempley**

Superintendent  
Redding School District

**Nancy Kinziger**

Nutrition Committee  
Eureka City Schools

**Donna R. Lew**

Senior Director  
Asian Cultural Health Initiatives  
American Heart Association

**Ann Lindsay, MD**

Public Health Officer  
Humboldt County

**Katherine Melcher**

Community Planning Director  
Urban Ecology

**Vicki Mendoza**

School Board Member  
Earlimart School District

**Elizabeth Mendrano**  
Center for Food Justice  
Occidental College  
Healthy School Food Coalition

**Cheryl Moder**  
Director  
Childhood Obesity Initiative  
County of San Diego

**Bea Moniz, RN, PHN**  
Public Health Nurse  
Childhood Obesity Initiative  
County of San Diego

**Laurel Mullally**  
Director  
Health Services & Child Development  
Chino Valley Unified School District

**Elisabeth Patterson**  
Mayor  
City of Benicia

**Elena Quintanar, MPH**  
Community Health Promotion Specialist  
County of San Diego

**Brian Randall**  
Principal  
San Marcos Middle School  
San Marcos Unified School District

**Peggy Redfern**  
Program Director  
WIC  
Tulare County

**Linda Reich**  
Deputy Director  
Community Services  
City of Chino

**Dana L. Richardson**  
Director of Advocacy & Community Health  
Community Health Improvement Partners

**Tanya Rovira-Osterwalder**  
South Bay Partnership

**Nancy Roy**  
Community Action Council Liaison  
Palomar Pomerado Hospital

**Cara Serban-Lawler**  
Director of Learning Support  
La Mesa-Spring Valley School District

**Matt Sharp**  
Senior Advocate  
California Food Policy Advocates

**Herbie Smith**  
Director of Nutrition  
San Marcos Unified School District

**Loren Tarantino**  
Program Manager  
Student Services  
Sweetwater Union High School District

**Julie Thomas**  
Senior Vice President  
Youth Market & Train to End Strokes  
American Heart Association

**Vince Torres**  
Director  
Parks and Recreation  
City of Paramount

**Keith Webster**  
City Council Member  
City of Anderson

**Mark Wheatley**  
Mayor  
City of Arcada

**Jill Wynns**  
School Board Member  
San Francisco Unified School District

---

## **CSBA'S SCHOOL HEALTH ADVISORY COMMITTEE**

### **Pat Christie**

Secretary  
Early Childhood, K12  
School Health Sub-committee  
American Federation of Teachers

### **Mark Cooper**

Board Member  
Lake County Office of Education

### **Xilonin Cruz-Gonzalez**

School Board Member  
Azusa Unified School District

### **Ken Geisick**

Superintendent  
Riverbank Unified School District

### **Beatrice Gonzalez-Ramirez**

School Board Member  
Hollister Elementary School District

### **Merry Grasska**

School Nurse  
Newport-Mesa Unified School District

### **Melissa Janes**

School Board Member  
Tulare City Elementary School District

### **Dick Jaquez**

School Board Member  
Oxnard Union High School District

### **Sharon Jarrett**

Elementary Administrative Coordinator  
Los Angeles Unified School District

### **Shana Levine**

School Board Member  
Dixon Unified School District

### **Kathy Lewis**

Vice President and COO  
Center for Collaborative Solutions

### **Bertha Lopez**

School Board Member  
Sweetwater Unified School District

### **Dexter Louie**

School Board Member  
Moraga Elementary School District

### **Garth Majjala**

Coordinator of Industrial  
Hygiene & Online Services  
School Insurance Program for Employees

### **Shelly Masur**

School Board Member  
Redwood City Elementary School District

### **Barbara Miller**

Director of Health Services  
Fresno County Office of Education

### **Nancy Newkirk**

School Board Member  
Sunnyvale School District

### **Lloyd Porter**

Member, Board of Directors  
California Teachers Association

### **Oscar Sablan**

School Board Member  
Firebaugh-Las Deltas Unified  
School District

### **Cory Sanfilippo**

Vice President of Health  
California Parent Teacher Association

**Diane Scheerhorn**

Superintendent  
Centralia Elementary School District

**Marcella Smith**

Superintendent  
Earlimart Elementary School District

**David Vela**

School Board Member  
Montebello Unified School District

**Ray Vincent**

Division of Student Support Services  
Los Angeles County Office of Education



## **INTRODUCTION**

Extent of the Problem	1
Impact on Schools	2
Schools at the Forefront	3

# 1 INTRODUCTION

**“Obesity is the fastest growing, most threatening disease in America today.”<sup>4</sup>**

—Surgeon General Richard Carmona

**“Today’s generation of children could become the first in modern history whose lifespan is less than that of their parents.”<sup>5</sup>**

—K.M. Venkat Narayan M.D. et al  
*Journal of American Medical Association*

---

## EXTENT OF THE PROBLEM

**In California, public health data show nearly 30 percent of children and teens are overweight or obese.** The obesity rate is more than four times higher among children ages 6 to 11 than it was a generation ago. During the same time period, the rate has more than tripled among teens ages 12 to 19 and more than doubled among children ages 2 to 5. These children are at heightened risk for heart disease, type 2 diabetes and a host of other serious diseases.<sup>6</sup> Racial and ethnic disparities remain, with California children of Pacific Island, Native American, Latino and African descent showing the highest rates of obesity.<sup>7</sup>

The costs of this epidemic are high. Obesity, inactivity and being overweight cost California an estimated \$41 billion in 2006, nearly double the amount reported in 2000.<sup>8</sup> For the first time in U.S. history, children no longer have a life expectancy greater than that of their parents. Collectively, today’s children will have less productive school and work lives, higher medical expenses and, in short, a decreased quality of life.

While individual and family choices are important, local land use and culture also contribute to the epidemic. Californians today have more sedentary lifestyles. Today’s children are less physically active, both at school and in non-school hours.

Most communities are planned for driving, not walking. Many schools are located far from residences with no safe walking or bicycling routes. In many neighborhoods, families worry about their children's safety outside of the home. In both rural and urban communities, inexpensive and heavily advertised foods with little nutritional value are more readily available than fresh fruits and vegetables. Open high school campuses have few healthy off-campus options within walking distance for high school students.

**Students are not getting enough regular daily physical activity nor eating the right portions of nutritious foods.**

- \* Only 29 percent of adolescents report getting the recommended minimum of one hour of physical activity per day.<sup>9</sup>
- \* Only 25 percent of California fifth graders meet state standards for physical fitness.<sup>10</sup>
- \* Children under age 18 make 74 percent of all their trips in private vehicles.<sup>11</sup>
- \* Only 30 percent of adolescents report eating the five recommended servings of fruits and vegetables per day.<sup>12</sup>
- \* 50 percent of adolescents report eating no vegetables or salad on a daily basis.<sup>13</sup>
- \* 62 percent of adolescents report drinking regular soda on a daily basis.<sup>14</sup>
- \* 84 percent of adolescents have eaten at a fast food restaurant in the past week.<sup>15</sup>

---

## **IMPACT ON SCHOOLS**

The obesity crisis has a direct negative impact on schools. Fit children attend school more regularly, are more focused and achieve better, especially in math.<sup>16</sup> Unfit children suffer socially and emotionally which, in turn, impacts their ability to focus on schoolwork. Research has found that:

- \* Children who are physically active demonstrate increased concentration; improved mathematics, reading and writing test scores; and reduced disruptive behavior.<sup>17</sup>
- \* Moderate physical activity has a positive effect on immune function. Coupled with good nutrition, it can help prevent colds and the flu, two of the most common ailments that keep children home from school.<sup>18</sup>

- \* Emerging research suggests the association between weight problems and lower academic achievement is likely due to increased absenteeism.<sup>19</sup>
- \* Higher achievement is associated with higher levels of fitness for fifth, seventh and ninth graders, especially among girls.<sup>20</sup>
- \* Effects of obesity on emotional health include lower self-esteem, negative body image and depression. Social health impacts include stigma, negative stereotyping, discrimination, teasing and bullying, and social marginalization.<sup>21</sup>

---

## SCHOOLS AT THE FOREFRONT

**“The stabilization of childhood obesity rates may signal that this national epidemic is not an unstoppable force. When parents, government, schools, the food and beverage industries, other businesses, and the non-profit and philanthropic sectors work together, we can make progress, and we can reverse this epidemic.”**

—Dr. Risa Lavizzo-Mourey  
President and CEO, Robert Wood Johnson Foundation

The obesity epidemic has slowed its rampant growth through multiple efforts from many sectors. Responding to the health needs of students requires a coordinated and collaborative approach by schools, communities, counties, cities and the state.

**Schools play an integral role in addressing the obesity crisis, but they can't, and shouldn't, do it alone.**

School board members and superintendents can become community leaders in this battle. They can:

- \* Raise awareness of the problem
- \* Convene community partners
- \* Develop a collaborative community-wide active living and healthy eating plan
- \* Promote land use policies that provide pedestrian access and safety
- \* Arrange joint use of fields, pools, gymnasiums and work-out equipment
- \* Link with businesses for provision of healthy food and nutrition education
- \* Work with cities and counties to locate schools in residential neighborhoods, linked with bicycle and walking paths
- \* Model healthy eating and active living

School board members are well positioned to seek out and speak with other stakeholders about childhood obesity, its link to student learning and achievement, the costs associated with and dangers posed by obesity, and what schools are doing to support a healthier school environment. School board members are uniquely positioned to work with other local elected officials to find common ground and collaboratively work towards developing and implementing strategies that address this issue in a mutually supportive way. By building a shared vision and coordinating planning, cities, counties and schools will maximize the use of public resources and create greater public benefit.



## FOUNDATIONS OF COLLABORATION

Why Collaborate?	5
Keys to Collaboration	6
Behaviors That Support Collaboration	8
Attitudes That Support Collaboration	10

## 2 FOUNDATIONS OF COLLABORATION

Creating a community where the healthy and active choice is the easy choice takes time and many players. It is not an outcome that can be achieved by any one entity. All sectors of the community have a role to play: schools, cities, counties, businesses, nonprofits, parents, youth and others.

Collaboration is the best means of achieving a healthy community. But what do we mean by “collaboration”? For the purpose of this guide, “collaboration” is defined as schools, cities, counties and other stakeholders working together for a common purpose.

---

### WHY COLLABORATE?

This work is about children and their future. Addressing the needs of the whole child will result in greater success in academics and in life. Accomplishing this will take everyone working together. As adults and leaders, it is our responsibility and our task to provide the best possible future for the next generation. Collaboration is the approach needed for this effort because it:

- \* **Creates a win-win situation.** When done well, collaboration brings positive results for everyone involved. Children are surrounded by adults and organizations who provide a consistent message—“eating healthy food and living an active life are the norm.” Everyone gets to take the credit for positive changes. The children win because they have the opportunity to live healthy, active, productive lives with greater longevity. The community wins because fewer resources are needed to care for chronically ill and overweight members. Local leaders win because they have led the creation of a meaningful, lasting positive impact on the community.
- \* **Maximizes financial resources.** When schools, cities and counties work together, they can maximize financial and other resources. In many communities, schools and local government have partnered to build, maintain and share the use of parks, sports fields, gymnasiums and swimming pools. One example is the Dry Creek School District in Roseville, where the city and the district built an Olympic-sized pool that is used by both the schools and the community. By collaborating, millions were saved on land acquisition, construction and operational costs.

\* **Avoids duplication of public facilities.** Often, school districts/COEs and cities are looking to build the same types of facilities, like gymnasiums, libraries, sports fields, pools or performing arts centers. These costly facilities require community approval and community, as well as state, funding. Banding together to finance, build, maintain and use these facilities saves taxpayer money and provides the type of facilities the community needs to encourage an active lifestyle.

\* **Enhances programs and allows expansion.** Collaboration with cities, counties and other community stakeholders makes it possible to strengthen and expand existing school programs. For example, the Paramount Unified School District and the City of Paramount jointly applied for and received state after-school funds to run after-school programs in every elementary school in the district. The schools open their playgrounds and the city provides staff, tutorial and recreational programs with healthy snacks during the after-school hours.

\* **Presents a united community image.** Californians want to see their government working to solve problems and use resources efficiently. People in the community do not distinguish between the separate roles and responsibilities of schools, cities and counties; they just want things to work. Collaboration also allows for sharing the challenges and rewards, increasing the probability of more effective solutions.

**Collaborative efforts can enhance the positive attitude community members have towards local elected officials.**

---

## KEYS TO COLLABORATION

Communities that have had success at collaboration identify three key strategies that are foundations to success. These have proven true in collaboration of various types and sizes. They are:

\* **Leadership matters.** Successful collaboration usually involves top-level leaders who champion the cause and act as the spokespersons and “cheerleaders” to engage others. The commitment of school board members, city council members and county supervisors brings credibility and energy to a collaborative endeavor. Elected leaders have access to all aspects of the community and can engage with the various stakeholders in a way that is not possible for others. School board members and superintendents often have the trust of parents, which gives them leverage to engage other leaders in the effort. They also are positioned to leverage involvement of youth.

\* **Planning and implementation involve those who will be affected by the project.**

While leadership is key to success, so too is the engagement of those who will be affected by the changes being made. In creating collaboration around healthy active living, it is important to gain the support not only of elected and appointed leaders but also of parents, youth, children, business leaders and others who will need to change behavior to achieve the goal. Involving stakeholders from the start will garner their buy-in to the desired changes. They will be able to help champion the ideas with others and divert criticism and misunderstanding as the process moves forward. Additionally, it is important that stakeholder involvement be meaningful and utilized in the development of solutions—not just a means of providing input for the sake of process.

\* **Results of the effort are measured in achievements, not process.** The fields of collaboration are littered with failed efforts of groups who met continuously

but did very little in terms of action. Collaborations need to identify measurable goals and demonstrate measurable progress.

**Achievements need to be changes in the conditions being addressed, not the number of children or families seen or classes held.**



**POSSIBLE HEALTHY STUDENT MEASURES WOULD INCLUDE:**

- \* Healthy food served to all children throughout the day.
- \* More children in more classes achieving the state required minutes of active physical education.
- \* An increase in the number of children routinely walking or biking to school.
- \* A decrease in children's average body mass index.
- \* An increase in average fitness scores.
- \* An increase in attendance.

---

## BEHAVIORS THAT SUPPORT COLLABORATION

The key strategies alone do not ensure success in a collaborative effort. Members of a collaborative need to engage in certain fundamental behaviors that enhance the success of collaborative efforts. They are:

- \* **Assignment of someone with sufficient authority to act.** A common mistake that busy leaders make is to assign collaborative work to others in the organization. When staff represents the district/COE at the collaborative, be sure to send a person who can make decisions for the organization and commit the time and resources of the organization. Otherwise, the effort will stall for want of a decision. Also, be sure the representative keeps in regular communication about the progress and decisions of the group.
- \* **Mutually agreed upon goals, vision and outcomes.** The importance of everyone contributing to the development of what will be done, by whom, by when and with what result cannot be overestimated. Knowing where you are going and how you will know when you get there provides a continuous guide to the effort and helps avoid misunderstanding and disagreement as you move forward. Mutual agreement ensures that everyone understands and is committed to the same picture and is not working toward different ends. Often we take for granted that everyone else understands things the same way that we do. It is important to be sure at the onset that the collaborative partners have the same understanding of the key directions. This can take some time in the beginning but will pay off throughout the life of the collaborative.
- \* **Clarified roles and responsibilities.** In every collaborative effort, parties to the collaboration bring different resources and different expertise. As goals and outcomes are chosen, the group should decide who is responsible for each aspect of the effort. These decisions are usually made on the basis of expertise and resources available for the task. It is also important to be clear about the responsibilities each member takes for the success. Most often these roles and responsibilities should be part of a written document and should be reviewed periodically for needed changes.
- \* **Recognition of organizational limitations.** Discuss organizational limitations in addressing particular issues. In some cases there are legal, cultural or capacity reasons why one organization cannot participate in or lead particular elements of a collaborative venture. When there is upfront understanding of these limitations, roles and responsibilities can be distributed where there is organizational alignment. It is critical to the success of the collaborative that members do not agree to do more than they can do well.

\* **Shared planning and decision-making.** All members of the collaborative should participate in the planning and decision-making. Subgroups may be assigned to create plans, but those plans should be discussed by the whole group and the whole group will need to be part of the decision-making process. This creates solidarity of purpose and commitment. There are several decision-making models from which to draw. It is best to use one that allows for all voices to be heard and all voices to have equal weight in the decision. While this could sound overwhelming, there are many processes to achieve this end that do not require long periods of time. Two that work well are Sam Kaner's Participatory Decision Making<sup>22</sup> and The Technology of Participation.<sup>23</sup>

\* **Honest and clear communication.** For collaboration to achieve its goals, all parties to the effort must be committed to frequent, honest and clear communication. A clearly defined communication plan is needed. This means setting up channels, both formal and informal, through which communication occurs. It means picking up the phone (not email) and calling someone if you are either unsure of what he or she has said, have concerns, or believe that person is in error. It means not talking through others, or around or behind others, but addressing matters directly and in a timely fashion. It also means including all levels of staff, the community, parents and youth in the communication.

\* **Open and two-way sharing of information.** Keeping members up to date about matters that affect the collaborative is vital. No one wants to hear from an outside source that one member of the collaborative is heading off in a different direction. New physical fitness scores, key personnel changes and changes

**Open communication does not mean that the members need to always agree on every matter, but it does allow for the sharing of information and the opportunity to work out solutions to problems.**

in the status of resources are all information that should be openly and readily shared with partners. The Claremont Unified School District and the City of Claremont have each assigned a department-level staff liaison to be in regular contact (weekly at a minimum).

\* **Accessibility and responsiveness.** Members of successful collaboratives develop relationships that go beyond formal roles. They are available to each other and respond in a timely manner. The greater understanding individual collaborative members have between one another, the higher functioning the collaborative will be. Peer-to-peer conversations and relationships that include social interaction help build strong collaboration. While all members need to be accessible and responsive, this is doubly true of those in leadership positions. The collaboration must be a priority, and leaders need to be available for guidance and problem solving when needed.

- \* **Joint evaluation of progress.** Everyone in the collaborative owns both the successes and failures. Members need to jointly agree on how they will evaluate their progress. This can be a formal evaluation, a community assessment or report card, or one of several other methods of taking stock of what is being accomplished. Evaluation is vital to progress and to keeping on track. Assessing where you are can give you cause to celebrate and provide guidance on ways to improve. It always helps to be able to demonstrate to the community what has been achieved.

---

## ATTITUDES THAT SUPPORT COLLABORATION

Underlying the behaviors that enhance the success of collaboration is a set of attitudes that promote collaboration:

- \* **Trust.** At the core of successful collaboration is trust. Leaders and members of the collaborative need to trust that everyone involved is committed to the same goals and outcomes. They also need to trust one another enough to discuss difficult issues with openness.  
**Trust is essential—it takes time and sustained effort to build.**
- \* **Mutual respect for skills and knowledge.** Believing in the value of what each partner brings to the table is important. While schools are the experts in education, others have technical knowledge in other areas like land use or attracting a farmers market. An open mind and the ability to listen to and respect the ideas and opinions of others will enhance the possibility that the collaborative can move further and faster toward its goals.
- \* **Established and respected roles for parents, youth, community members and other partners.** These stakeholders may be part of the formal collaborative or of its working committees. They have much to offer and should hold equal footing in discussions. This is also true for the various professional perspectives and skills that will be represented at the table. Chapter 3: Steps in Creating a Collaborative will discuss the importance of taking the time to understand the contributions, mandates and mission of each partner.
- \* **Willingness to compromise when necessary.** Sometimes it seems the art of compromise has been lost in the current milieu of public life. Setting the tone of compromise and consensus will go a long way toward creating a positive atmosphere.  
**Compromise is not capitulation. It is looking for alternatives that meet the interests of all concerned, but not necessarily all of the interests of the concerned.**

\* **Commitment to disagree with respect.** In the life of a collaborative, there will be times when members do not agree. The disagreement may be across jurisdictions or within varying departments of a public agency. The disagreements may be based in personal philosophy, personal experience, organizational positions or perhaps rooted in past history. Whatever the source of the disagreement, efforts to come to consensus or even compromise sometimes fail. When this happens, it is important that the members maintain respect for each other and for the different opinions that each holds. Maintaining attitudes of mutual respect will help ease the tension when there is disagreement. Cities, counties, schools and community stakeholders have legitimate differences; accept this and move forward in areas where you can.

**Don't treat disagreements as more important than the agreements.**

\* **Absence of labeling and blaming.** Things will go awry and when they do, it is important to refrain from naming and blaming. Longstanding collaborations have fallen apart when one member criticizes and blames another. This is especially true if that naming and blaming occur in a public venue or the media. While it may be tempting and even cathartic to blame someone for a failure, it is never helpful. Judgmental attitudes will only exacerbate the problem. Even when one person or organization has truly made a mistake, it is important that collaborative members focus on finding a way to rectify the situation together.

\* **Understanding different organizational mandates and restrictions.** Frequently, collaborative members assume they understand the other organizations, or believe that other organizations operate as theirs does. Time and again, elected officials who move from one jurisdiction to another have commented that they did not fully understand how the new organization really operated until it became their responsibility. Taking the time to understand the various partner organizations and their mandates and restrictions will help to limit misunderstandings and will create new opportunities for furthering the work. For example, when city council members understand the requirements for maintenance and safety of school property during non-school hours, they can help develop ways to share programs and property during those hours. Without this understanding, the council members could perceive that the district is being uncooperative when the district places rules and restrictions on the use of school property.

- \* **Honoring the resources and contributions each partner brings.** It is essential that each member and his or her organization contribute resources to the effort. Contributions will not be equal in amount or type, but should represent a level of shared commitment based on that organization's capacity.

Leaders who bring and help establish the aforementioned attitudes will garner the respect of their colleagues and admiration of the public. Leadership of this kind will be able to create collaboration that transforms the community.



## STEPS IN CREATING A COLLABORATIVE

Step 1: Setting the Stage and Creating the Vision	13
Step 2: Designing the Essential Building Blocks	18
Step 3: Implementing the Strategies	19
Step 4: Sustaining and Continuing the Collaboration	21
Lessons Learned	22
Continuum of Collaboration	24

## 3 STEPS IN CREATING A COLLABORATIVE

Collaboration is a process. Building it takes time and planning. It can yield results that transform how everyone in a community carries out their business. Following are the steps to develop a cross-jurisdictional collaborative.

- Step 1**—Setting the stage and creating the vision
- Step 2**—Designing the essential building blocks
- Step 3**—Implementing the strategies
- Step 4**—Sustaining and continuing the collaboration

For a complete collaboration checklist, go to the summary.

### STEP 1 SETTING THE STAGE AND CREATING THE VISION

This first step can be the hardest. Time invested in getting to know one another and establishing a common vision, goals, outcomes and approach will pay off in the longevity of the effort and in what can be accomplished. Collaboratives are often only as effective as the relationships between the participants.

#### Initiating the Process

The initial planning phase is the time to establish the foundation of the collaborative. If done effectively, it will set the stage for success for years to come.

- \* **Accept that there is a situation that needs to be addressed.** For the purposes of this guide, the situation being addressed is building healthy communities.

**Once a collaboration is established, the relationships and processes can be used to address any community situation. At that point, collaboration becomes the way of doing business in a community.**

- \* **Form an inclusive planning team and structure.** Identify needed partners and bring the right players to the table. Be sure those at the table have the authority to commit their organizations to action and resource contributions. Youth should be considered and included as partners at this earliest stage. Decide on a planning process that you will use to establish the vision, goals, outcomes and actions of the collaborative.
- \* **Get to know your partners.** Time spent in the beginning getting to know the other players will pay off as you move through the planning stages and as you face future problems, setbacks and challenges. In initial gatherings, include “getting to know you” activities on every agenda. Some of the “getting to know you” should be getting to know the personal reasons others have joined the collaborative and getting to know their values and concerns, attitudes and beliefs. Simple 10-15 minute exercises from many trainers’ guides can be very useful at this stage. Some possible quick, easy exercises are:
  - \* Having people talk to someone they do not know and then introduce that person to the group.
  - \* Asking each member to share one thing that happened when they were a child.
  - \* Asking each member to use one adjective to describe themselves.
  - \* Asking members to name their heroes or role models.

Many others are available in such guides as *The Big Book of Team Building Games: Trust Building Activities, Team Support Exercises and Other Fun Stuff To Do*<sup>24</sup> and *Quick Team Building Activities for Busy Managers: 50 Exercises That Get Results in Just 15 Minutes*.<sup>25</sup>

A second aspect of “getting to know you” is learning about each others’ organizations. Develop a process through which each organization has time to introduce its mission, key activities related to the goal, and any related mandates. A short format can be developed and each initial meeting can include time on the agenda for one or more partners to present organizational background. It is often surprising how little partners understand about each other and how frequently each holds incorrect assumptions.

- \* **Assess the community.** Determine the priorities of the community in addressing the issue. What would they most like to see? What are they opposed to? What are they willing to contribute? Include assessment of and by youth and children. They will know what people in their age group are willing to do and not do and are great sources of ideas. Later on, they will spread the word to other youth. If youth are involved in developing solutions, their parents usually follow suit.

**Success in changing behavior requires the buy-in of those being asked to change.**

\* **Start within your own organization.**

Begin to build support with members of the governing board, the superintendent and key staff members who will need to be part of implementing any directions coming from the collaborative effort. In every organization there will be people excited about taking on such an effort, and people who might feel it is a waste of resources. Most importantly, be sure the superintendent, some members of the board and the person responsible for district wellness efforts have buy-in.

**Identify people who want to move forward with you and share with them your vision. As they buy in, they will help to create the culture of change needed.**

- \* **Determine what you are committing to accomplish.** At the very beginning it is important to be clear about what it is you are trying to accomplish by creating a collaborative. Clearly identify the problem, circumstance or condition you are addressing together and lay out the reasons that this can best be accomplished by a collaborative effort and collective action.
- \* **Assess organizational capacity.** Organizational presentations and the initial discussions identify what each organization can contribute to the effort. As the work progresses, it will be necessary to reassess capacity based on changing circumstances and changes in what needs to be accomplished. Collaboration is a dynamic process.
- \* **Determine who will take responsibility for leading the process and how the process will proceed.** This should be a group decision made in a group meeting. Will an individual person lead the meetings and set the agendas, or will that be done by a lead group of partners with input from all? Will one person be designated as a coordinator, or will the duties be shared?
- \* **Determine the role each partner will have in the planning process.** Who will take responsibility for setting agendas? Who will be responsible for communicating information to the group? Where will meetings be held? How will expenses for meetings be covered? Being clear about roles and responsibilities will help move the process.
- \* **Agree on a decision-making process.** Will you use a formal consensus-building process like “gradients of agreement?”<sup>26</sup> Will you use a facilitated process like the “Technology of Participation?”<sup>27</sup> Most successful collaborations use some form of consensus building. It is not necessary to use a formal consensus model, as long as you can come to agreement on the process, it is applied consistently and fairly, and all partners can sign onto decisions. Another important part of decision-making is conflict resolution. There are many models to use for this. One source is *The Conflict Resolution Toolbox: Models and Maps for Analyzing, Diagnosing, and Resolving Conflict* which describes eight conflict resolution models.<sup>28</sup>

- \* **Select a planning method.** Will planning be done by the whole group with an outside facilitator? With an internal facilitator? Will you use subcommittees or task forces to develop varying aspects of the plan? Would an “Open Space Technology”<sup>29</sup> session work to form initial plans? Whatever planning method you agree upon, be sure that everyone is clear about how it works and what his or her role is in the planning effort.
- \* **Create a “plan for planning” and a timeline.** Establish a formal planning process and a timeline for completing the initial plan of what your collaborative will undertake.

### Creating a Vision, Guiding Principles and Common Values

Once the initial decisions are made of who will be part of the effort and what the process will be, it is time to move forward with planning the effort to build a healthy community.

A group retreat can be used to develop the majority of the items to be accomplished at this stage. If a retreat is not possible or desired, a series of meetings can be held to establish the following key foundational guides to your process.

- \* **Define terms.** What do you mean by “active living,” “healthy eating,” “joint-use,” “healthy school environment,” and “collaboration”? Common definitions of terms help clarify what the group is aiming to do and help keep everyone focused on the same goals and outcomes.
- \* **Understand common values.** It is important to spend time understanding the common values the members share. Knowing that members share common values contributes to group cohesiveness.
- \* **Develop a vision statement.** A quality vision statement should be aligned with the common values and with the priorities the community has articulated.
- \* **Create guiding principles.** Guiding principles should be simple and direct, no more than seven. Examples of guiding principles can be found in Appendix A.
- \* **Establish broad, measurable goals.** These could be items like “families in our community have access to healthy food in schools and at local food outlets.”

Examples of visions and goals can be found in the case studies in Chapter 5.

### Determining Priorities and Outcomes

To be successful, a collaborative needs to identify specific priorities and desired outcomes that will focus its work on areas of greatest need and/or areas that are achievable by the partners in the collaborative.

- \* **Conduct a community assessment to identify existing assets and needs, concerns and priority areas to address.** Community assessments should include the perspectives of all stakeholders—leaders, community members, youth, business and other elements of the community. If you have completed a community assessment in the start-up phase, it can serve the same purpose here. If you have not, now is the time to do it. Remember that youth play a critical role. They can be helpful in gathering and interpreting some of the information and/or play a key role in assessing the information that is gathered.

**A community assessment without strong attention to existing assets will limit the energy and sustainability of the collaboration.**

- \* **Develop priorities for what you will address when.** Develop criteria for what to prioritize based on the needs discovered in the community assessment. Prioritize goals based on highest need as well as identified assets. Goals based only on needs and not assets will be difficult to achieve. Prioritizing goals by partners' abilities, resources, passions and commitment will also lead to an "easy win" as an early priority. This will help continue momentum and positive energy of the collaborative as you begin to work on more challenging priorities.

- \* **Determine what outcomes you are trying to achieve.** Be sure these are stated in terms that can be measured, tied to stated goals, and that they are about what has been achieved, not the process. For example, be sure the outcomes include items like "events sponsored by the partners serve only healthy food and drinks." This can be measured by the policies each partner puts in place and by a random sampling of what is served at partner events. Youth can serve as informants and assessors of this type of outcome.

**Look for early, easy wins that everyone can celebrate.**

- \* **Identify existing outcomes of partnering organizations that can be adopted by the group.** These may be adopted wholesale, in part or enhanced by the inclusion of all of the partners. For example, a city may have a policy of establishing farmers markets in areas where fresh fruit and vegetables are not regularly available. Schools agreeing to allow use of their property as locations for the farmers markets could enhance this policy. Another alternative would be schools and farmers establishing gardens on school property that allow children and youth to participate in growing and selling food.
- \* **Define the changes needed to accomplish the goals and outcomes.** Clearly identifying the necessary changes towards achieving set goals and outcomes creates the foundation for long-term sustainable change. Does the school board need to establish policies of opening school playgrounds to the city parks and recreation department after school and on weekends? Does the city need to provide incentives for convenience stores to offer fresh fruits and vegetables? Is there a need for safe routes for walking and biking to school? Will the changes be acceptable to those who have to make them? Can youth help prepare other youth to participate in the needed changes?

## STEP 2 DESIGNING THE ESSENTIAL BUILDING BLOCKS

Once the foundation of vision, principles, shared values, goals and outcomes is established, it is time to develop an implementation plan. This will be the road map for who, what, when, where and how the collaborative will work to build a healthy community.

The implementation plan should include the following elements:

- \* **A statement of the vision, goals and priorities you seek to achieve.** The vision, goals and priorities identified in Step 1 should be included within the implementation plan to ensure that all subsequent actions are focused on achieving those outcomes.
- \* **Specific strategies for achieving each goal.** Carefully select strategies that relate to the goal. If your goal is that children between the ages of 2 and 18 will engage in regular physical activity, you will need strategies that address the various age groups within the age spread. Additionally, the strategies would need to include how you will broadcast the message of active living, how you will gain wide community buy-in and how you will engage and maintain youth participation. A strategy of providing various physical activities without knowledge of what will engage youth will not be successful.
  - When developing strategies, it is especially important to have those you intend to affect help design the approach.
- \* **Action steps for achieving the outcomes.** Get specific. Will you work with local businesses to develop support for sports teams, physical activity events or health fairs? Will you apply for grants from programs like Safe Routes to School or after-school funds? What will each partner do to further the progress toward the goals? How can youth be engaged in meeting the goals?
- \* **A timeline of activities.** Develop a timeline for each goal and for the entire effort. Be realistic about the time it will take to accomplish a task or goal and allow for retooling if a particular strategy is not effective. A timeline provides a shared guide to when things will happen. It can be revised if needs change. However, it is important to adhere to any timeline promises made to the community or funders.
- \* **Who is responsible for what.** Overall responsibility for the plan, as well as specific responsibilities, need to be assigned to partners. These should link to the timeline. This is where expertise and available resources are important. At times it may be necessary to assign more than one partner or person to a task in order to achieve it. These responsibilities can also be reassessed if circumstances change. Nonetheless, it is important that partners commit to specific responsibilities and adhere to them to the greatest extent possible. Including responsibilities linked to the timeline provides transparency and builds accountability within the collaborative. This will build trust among the partners and give credence to the ability to achieve challenging goals.

- \* **Specific measures to assess progress toward each goal.** The collaborative should engage in regular assessment and evaluation of the progress towards achieving its goals. Therefore, it will be important to have goals that can be measured. If the goal is to reduce the BMI for fifth graders within five years, the collaborative will be able to identify methods of measuring what the BMI is at the onset or baseline and how it changes year to year. By setting such a goal and tracking its progress, the collaborative will know when it needs to change strategies and when to hold with the approach it is taking.

---

### STEP 3 IMPLEMENTING THE STRATEGIES

While it may not seem so, the planning phase will end and the implementation phase will begin. This is a great moment in the life of the collaborative effort. A celebratory event that kicks off the implementation is a good idea. It serves to honor the planning effort and make a public commitment to the work.

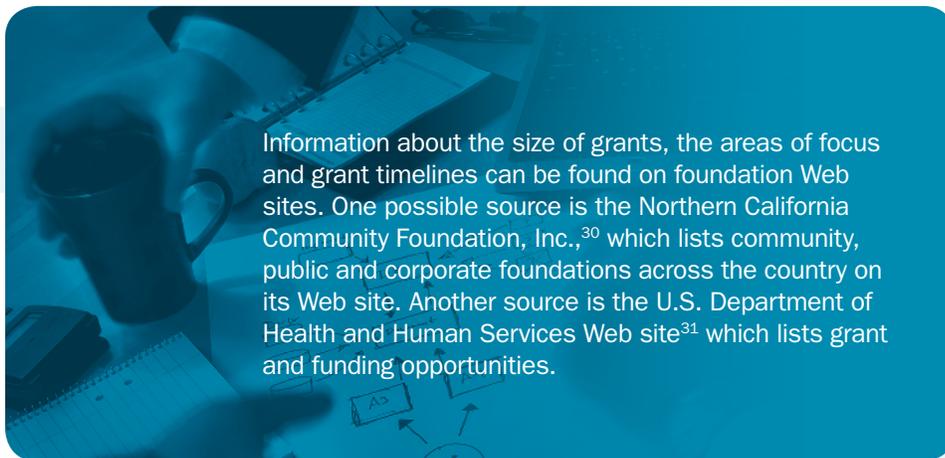
A shift in the collaboration will occur. Up to this point all of the effort has been on creating a plan of action and a collaborative foundation. While planning can be challenging, it can also be energizing. For some, once the plan is in place they lose interest in the actual carrying out of the work. Dynamic leadership keeps the interest of the partners. An important role for leadership is to keep the vision and goals in front of everyone as the work transitions from planning to implementation.

- \* **Keep the vision and history alive.** The shift from planning to implementation is a time to be cautious. Some members of the planning team may need to rotate off the collaborative team and be replaced by other representatives from their organization. A key strategy for keeping the vision and goals alive is to fully integrate new members. One way to do this is to link each new member to two existing members. This way, two people in the collaborative take responsibility for welcoming, informing and passing on the vision and history to the new member. If one of those members should leave, the new member has at least one person with whom he or she is comfortable. This strategy also reinforces the buy-in of the two existing members. Additionally, it is important that the person leaving from an organization brief the new representative so that the organizational commitment is clear and remains intact. The new member should be clear about his or her role in achieving the collaborative's vision.
- \* **Seek funding if needed.** Usually no outside funds are needed during the planning phase, or perhaps a planning grant is available like the state Healthy Start planning grants. Sometimes the partners have enough resources to carry out the implementation stage without outside funds. However, usually more funding or other resources are required. Collaboratives often seek foundation grants and/or governmental sources for needed funds. California is fortunate to have several foundations that focus on issues of health. Often members of the collaborative will have contacts with program officers or foundation leadership. These contacts

are useful in determining whether the goals of the collaborative match with the areas that the foundation funds. If foundation or federal grants are not available, collaboratives can look to other partners in the community for funding or in-kind support. School board members, city council members and county supervisors often have contacts with funding sources that can be tapped.

**\* Identify staff and other resources each partner organization will contribute.**

Often contributions begin as in-kind staff and resources. Sometimes that is all that is required. On other occasions, funding for staff or program elements may be needed. Whatever each partner contributes needs to be honored and accepted. If the partners do not have the capacity to contribute everything needed, the options are to seek more partners, seek outside resources or change the plan.



Information about the size of grants, the areas of focus and grant timelines can be found on foundation Web sites. One possible source is the Northern California Community Foundation, Inc.,<sup>30</sup> which lists community, public and corporate foundations across the country on its Web site. Another source is the U.S. Department of Health and Human Services Web site<sup>31</sup> which lists grant and funding opportunities.

**\* Plan the logistics.** Groups can often agree on large goals, but have differences when deciding on specific actions. A story from San Diego serves as an example of this problem. A collaborative created an integrated service site. One of the partners designed and furnished the physical site; another partner was to provide all of the supplies. When the facility opened, staff discovered that bathroom supplies from one partner did not fit the fixtures the other partner had installed.

**\* Consult with those who will implement.** Whether the collaborative is planning joint events, joint educational programs, or joint services sites, it is important to get input from those who will be managing and implementing the effort prior to actually beginning to operate. Time should be set aside to walk through a very detailed logistical plan with both management and field staff before going “live.” If volunteers including youth are involved, they too will need to be both consulted and trained.

- \* **Train and integrate staff.** It is important that the ideas of the collaborative are communicated to all staff. If staff from different organizations will be working together either on a regular basis or for specific events, it is helpful to spend some time training or preparing them for the joint effort. People trained in a specific field such as social work, education or nursing approach a situation from different perspectives. They often don't realize that other approaches can also be valid. Time spent helping people from diverse organizations understand the perspective of each other will smooth the implementation of the effort.
- \* **Adjust the plan as needed.** Things can look different once you actually start to do them. Even the most carefully laid plans will need some adjustment as the effort moves forward. The role of leadership is to be aware of how the implementation is progressing and to keep an eye out for needed adjustments. Whenever changes are called for, it is important to include everyone in the collaborative in making the adjustments. Plan adjustments should be based on early and regular evaluation meetings where partners discuss implementation effectiveness. Ongoing leadership is vital to keeping the collaborative true to its vision and goals and fresh in its approach.

---

#### **STEP 4 SUSTAINING AND CONTINUING THE COLLABORATION**

Collaboration, once begun, often leads to new ideas of what partners can do together. These new developments may be in the same area, like children's health, or they may take a completely different direction. Whichever the case, a steering committee or ongoing implementation oversight group will be needed. The mission of this group will be to ensure that the implementation of the joint effort remains true to the vision and goals.

- \* **Evaluate the outcomes.** A plan for what will be evaluated and how the evaluation will be conducted should be put in place prior to implementation. Regular examination of data can guide the leadership team in deciding what adjustments need to be made. Evaluation methods and data collection need to be aligned and scaled to the goals and outcomes the collaborative has set forth. Keep it simple. If you have a target indicator, then measure it, share the data and ask, "Is this good enough, or do we need to do something different?" Using an outside evaluator gives credibility to the data and helps build confidence in what you are doing.
- \* **Reassess and revise goals and action steps.** Data from evaluation and continuing familiarity with how the implementation is progressing will guide the steering committee and/or collaboration leadership in making decisions regarding needed changes. Changes keep an effort dynamic and aligned with the needs of the community.

**A key to success for any effort is evaluation.**

- \* **Continuously renew commitments and share the vision.** As collaboratives are sustained over a longer period of time, the partners at the table will change. It is important to have a process in place to inform new members of the history, vision and goals of the collaborative. When several members have been together for a period of time, it is easy for them to assume that everyone is on the same page. The longer collaboration exists, the more important it is for leaders to keep the vision and commitments alive in the group. As mentioned earlier, one way to welcome new members is to have two existing members act as mentors. It is also useful to periodically build in activities to reinforce the vision and goals at regular collaborative meetings.

- \* In addition to members from existing partner organizations changing, there will be a need to **engage people from other organizations** as the original goals are achieved and new goals and outcomes are added.

**Periodically ask,  
“Who is missing to help  
us reach our goal?”**

---

## LESSONS LEARNED

Many communities are engaged in collaborative efforts and have rich experiences from which to draw. Through in-depth interviews and conversations with many of these communities throughout California, common lessons have been identified for how to develop, build and sustain successful collaborations.

- \* **Start with organizational culture and encourage cooperative thinking.** Veterans of collaborative efforts will tell you to begin within your own organization to create a culture that welcomes joint efforts. An organization that encourages people to think cooperatively rather than individually will have greater success.
- \* **Communicate.** One necessary ingredient of success is a clear communication plan that takes into account the need to communicate with community members, youth, elected leaders and all levels of staff within the partnering organizations. Regular, frequent communication among the partners builds cohesion and helps avert conflict. Designating a person to be responsible for ensuring that the communication plan is implemented will increase the likelihood of success. Another aspect of successful communication is the use of a variety of modes of communications, such as Web sites, brochures and community events including school events like back-to-school night.
- \* **Approach a problem with curiosity, not certainty.** In planning, implementation and ongoing development, it is important to keep an open mind. Those who are able to remain curious about both problems and solutions contribute more than those who are certain of how to proceed. The open-minded members often help guide the group toward their best creative thinking.

- \* **Act quickly to maintain the momentum of a good idea.** It is especially important to act quickly when there is agreement. A solid collaborative structure will have in place processes for bringing new ideas to fruition in a timely manner. Keeping this kind of momentum adds to the enthusiasm of collaborative members.
- \* **Add meaning to commitments by making them in public forums.** Presenting agreements at board and council meetings, sending out press releases and having everyone sign planning and implementation documents are all good ways to keep commitments public. Plan ahead for this so partner organizations have time to consult their leadership.
- \* **Focus on what you agree on and set aside other issues.** In collaboratives, as in all other human relationships, seldom does everyone agree about everything. Most often the members of the collaborative will have come together with a general agreement about the issue they are addressing. However, there is usually disagreement about some of the finer points or how to proceed. Begin with what you agree on and set aside the issues on which you disagree. These may be dealt with after the collaborative has built greater trust and experienced success. Sometimes there are issues about which partners will never agree. These need not become a problem if people disagree with respect and if they are able to continue to work together on their shared agenda.
- \* **Create a culture of “we” rather than “me.”** This means that both successes and failures belong to everyone. Joint ownership and responsibility make it easier when things go wrong and expand the enthusiasm when things go well. Develop a voice of collaboration, not special interests.
 

**Successful collaboratives develop a culture of “we.”**
- \* **Ensure adequate funding.** Financing the work is critical to success. It is best to have more than one funding source to ensure sustainability. Fund development is a necessary activity to sustain the work; it can be used for planning processes and for staff. Community partners and other leaders are sources of both funds and contacts with grantmakers. Pooling resources within the partners is a strategy that works for funding. It is important to make the financial commitment to have dedicated staff. A full-time dedicated person is needed for most collaboratives.
- \* **Learn from what others are doing.** There is no sense in reinventing the wheel. Visit other collaboratives that are engaged in similar work. Develop a network of other districts and communities that you can call on for support and exchange of ideas. Learn from other efforts and organizations in your own community.
- \* **Create buy-in.** Success depends on the support and engagement of a broad spectrum of people. A solid action plan will help keep people engaged but it will take education and champions to get people on board to begin with. Give people time to adapt to the changes collaboration brings and allow for a transition from old to new ways of doing things.

In the words of Susi Jones, executive director for Julian Pathways, “Just do it!”

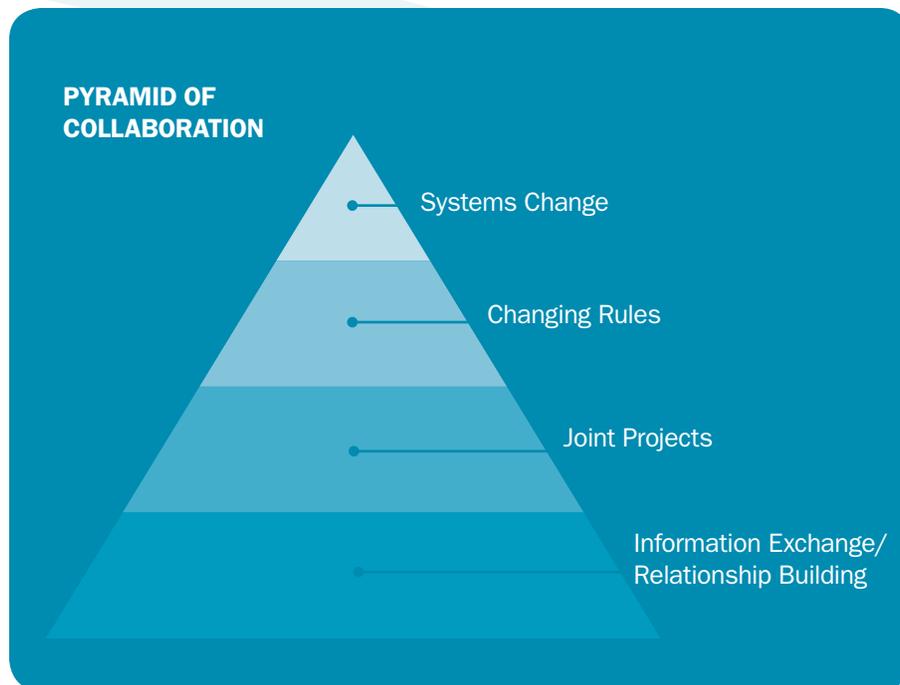
---

## CONTINUUM OF COLLABORATION

Sidney L. Gardner, president of Children and Family Futures and long-time leader and advocate for service integration, has identified four stages of collaboration.<sup>32</sup> This guide builds upon his thinking. The pyramid of collaboration presented below illustrates how collaborative experience lays the foundation for deeper change.

All collaboratives begin with information sharing as the foundation and most, but not all, move to some type of joint project. A smaller number progress on to create changes in the rules of systems and some reach the pinnacle of collaboration—systems change.

Affecting systems change is challenging, but not impossible. Achieving systems change is what makes the collaborative efforts sustainable and not just a temporary program or practice. Every collaborative should be clear about what systems change is necessary to support its goals long after the collaborative has moved onto other goals or disbanded. Each phase of the pyramid of collaboration should be approached with conscious intentionality about conducting the step in a way that builds towards systems change. Think about systems change from the beginning.



## Information Exchange/Relationship Building

There are two usual catalysts for beginning collaboration across agencies or jurisdictions. The first is a shared population or issue: childhood obesity, foster care, the environment, the list goes on. The second is a champion, either elected or appointed, who wishes to address a problem in a collaborative manner. Other reasons for beginning collaboration exist, but a shared concern or a personal vision are the most common.

Once a group is convened, there is a getting-to-know-you period. At this stage, organizations exchange information about their own mission, goals, mandates and programs. They begin to identify overlapping concerns and discover the common populations they serve. They explore projects they may want to pursue together. They look at local conditions that are influencing all their organizations. In the case of childhood obesity, partners would share information and resources, identify the extent of the problem in their community and identify efforts that are underway to resolve it.

One goal of this early stage of collaboration is to build relationships among the partners and to understand the local conditions. Partners explore opportunities for joint action and learn how to have open communications. They are exposed to the jargon and acronyms of each other's organizations and learn to avoid using them in collaborative meetings. Members of the group get to know one another as people, beyond just the job and title. Inevitably a broader community-wide perspective is discovered.

Collaboration at this stage requires some structure for bringing people together, initiating a discussion and setting a shared agenda. It soon requires decisions about who the members will be, how often they will meet, how decisions will be made and how conflicts will be resolved.

Some organizations do not move beyond this initial stage of collaboration. In many locations, children's councils of varying forms meet on a regular basis to exchange information. The membership can be officially appointed or informal. These groups help keep one another informed. Often this level of collaboration stimulates individual organizations to make internal or programmatic changes derived from a broader, more systemic view of their community.

Examples of this type of collaboration are:

- \* **County children's councils.** Such councils exist in many areas to address health, child care, foster care and other child policy issues. These groups gather to share information and strategize ways to address problems. The council itself may serve to introduce parties to a future joint project, but might never on its own undertake any shared program or address a shared goal.
- \* **Two-by-two meetings.** These are regular cross-jurisdictional meetings of elected officials and executive staff to share information and ideas. Participants usually include two school board members, two city council members and the city managers and superintendent. Using two-by-two meetings provides a vehicle for regular communication and serves the purpose of keeping each jurisdiction informed.

- \* **Periodic joint meetings.** In some communities the entire school board and the city council meet regularly to exchange ideas and information. These meetings can serve as catalysts for future collaboration or serve to build public trust in the community. For example, the city of San Jose holds twice yearly meetings with the seven school districts within its city boundaries.

All of the case studies presented in Chapter 5 began with the information exchange step. No specific case study of a site at this stage is included in this guide because it is integrated into the work of all collaboratives and is revisited whenever a new effort is undertaken or new members join the collaborative.

### Joint Projects

Joint projects are when two or more organizations dedicate resources for a shared purpose. Joint projects are often stimulated by either a funding opportunity requiring collaboration, an opportunity to combine and leverage existing resources across organizations, or recognition that the project will be done more effectively and/or reach more people as a joint project.

California has many wonderful examples of joint projects between school districts and their city(ies) and/or county. Leaders in these communities realize that they can achieve something together that a single jurisdiction could not otherwise achieve individually.

Joint project collaboration requires resources. The bulk of the money for the work often comes primarily from an outside source and is project specific. Agencies usually contribute some staff and other in-kind resources. Joint use agreements or memorandums of understanding are created to formalize and clarify roles and responsibilities. (Joint use agreement sample, models and resources are included in Appendix B.)

Successful joint projects often employ at least one person as a coordinator to ensure communication and implementation. In some cases this person is employed by one agency but performs services in a program in another agency. Other times the coordinator is funded with outside money or is contributed from one jurisdiction.

A few examples of joint project collaborations are:

- \* **Co-location of services.** Family resource centers are a great example of joint projects that co-locate staff and address the needs of students and their families. California Healthy Start programs often form some kind of a family resource center either on the school campus or at a nearby site. Many of these centers provide classes on nutrition and physical activity for families. A few provide health care services on site either as a permanent part of the operation or on a rotating basis. For example, St. Francis Hospital has put a health clinic on site at the Elizabeth Street Elementary School in Cudahy. Families and students receive health care at the clinic along with education on nutrition.

\* **Single focus projects.** Some districts are participating with cities in Communities for Healthy Kids, a project that is working with schools and cities to enroll children who qualify for state health insurance. La Mesa, Riverside and Santa Barbara are examples of this.

\* **Joint use facilities.** The Temecula Joint Unified School District and the City of Temecula have a history of joint use agreements. In 2002 they jointly opened a swimming pool which is used for competitive swimming and water polo, an expanded physical education program, public swimming and swimming lessons. The city used capital reserves, Quimby<sup>33</sup> park fees, and Proposition 12 per capita grant monies to pay \$3.1 million for the design and construction costs. The school district is reimbursing the city for 50 percent of construction costs over a 10-year period.

\* **After-school programs.** Many communities are developing joint projects for after-school programs.

For example, Fairfield Suisun Unified School District, the City of Fairfield, Solano College and U.C. Davis have partnered to provide five school sites with after-school enrichment including sports, fitness, arts and music for middle school students. Results include increased academic success, decreased vandalism, reduction of after-school fights, increased satisfaction with teen services, reduction of police calls in program service areas, and increased college enrollment. The project receives joint funding through foundations and corporate grants. The partners have developed a joint use agreement. This effort was initiated by a mayoral task force on youth that developed into an ongoing youth commission.

The Paramount Unified School District and the City of Paramount are another example. They jointly applied for and received after-school funds that now support programs at all of the elementary schools. The district provides the facility and the city parks and recreation department provides staffing and physical activity and tutoring programs.

**Longstanding collaboratives that are primarily information-exchange or joint projects are laying the foundation for policy change by building dynamic, focused and trusting relationships.**

Communities may undertake one or many joint projects over time, but the systems themselves remain the same at this collaborative stage. Overall, agencies operate as they did before a joint project was undertaken. The shared project sufficiently addresses an identified need. Functional collaboratives can deliver programs and services and accomplish great things for their community at this stage of development.

However, sometimes there is an opportunity to address a situation at a scale larger than a project. When a collaborative has developed trust and mutual respect and has grown a shared vision of a better possible situation, it can change the rules of the game.

### Changing Rules

As success is achieved with joint projects, partners identify barriers that are preventing them from achieving their larger goals. The next collaborative level goes beyond programs and seeks broader policy change. Sometimes the policy change is within a single organization. For example, a school district may adopt a new policy that food served in the cafeterias and at school functions will be healthy. Some policy changes affect multiple agencies. The City of Roseville has a policy that it will co-develop and maintain parks adjacent to school sites. The four districts that fall within Roseville's boundaries have each passed similar policies.

**Changing rules goes beyond programs and seeks broader policy change.**

One indicator that a collaborative is at the rule-changing stage is that general funds support the work; it is no longer dependent solely upon a single outside source. Jurisdictions and organizations realign funding to support the joint efforts with a permanent funding stream. Often this requires that funds be blended from multiple partners across departments and jurisdictions, public and private. In Monterey County the probation department and the county office of education jointly fund a community school that serves juvenile offenders. The program includes regular physical activity and nutrition education.

This level of collaboration also includes cross-training of staff and sometimes joint funding of staff. Before wellness policies were commonplace, the Shasta County Health Department funded school district staff to train elementary teachers in physical education and nutrition. In Riverside County public health workers and planners are cross-trained in the elements of smart growth so they can provide health impact analysis of proposed residential development. They are looking at school siting, safe walking, biking trail routes and access to parks and healthy food retail.

This type of collaboration is a giant step from joint projects by ensuring that goals are self-perpetuating into the future and organizationally sustainable. It means thinking in a collaborative way about the challenges facing the community. It means the first response to a new challenge or opportunity is to call up the partners. It also means evaluating the collaborative itself and not just the programs or projects it has created. It means sharing the success and the failures and standing together to meet crisis.

Several locations throughout California have reached the changing-rules stage of collaboration. A few examples are:

- \* In Los Angeles the collaborative efforts of California Food Policy Advocates, the Center for Food and Justice from Occidental College, the Healthy School Food Coalition and the School Nutrition Coordinator for School Board Member Marlene Canter were instrumental in the development of three motions passed by the Los Angeles Unified School District's board of education. These three motions—the Cafeteria Improvement Motion, the Healthy Beverage Motion, and the Obesity Improvement Motion—have greatly enhanced the healthy food options for students in LAUSD. (See Appendix C for copies.) The collaborative efforts of these organizations are ongoing as they continuously seek new ways to promote healthy eating for the students in LAUSD.
- \* Livermore changed the rules when it sought a waiver from the state legislature to allow it to issue a joint city/school bond.
- \* The information-exchanging Tulare County Nutrition Collaborative became a rule-changer when it supported members to actively advocate that the Earlimart school board change its decision to move the WIC clinic off campus.

Rule-changing collaborations create breakthroughs in the status quo. Rule-changing is seldom a static status of a collaborative effort.

When leadership and opportunity intersect, larger systemic challenges can be addressed. In difficult economic times, collaborations that have reached this level can find creative solutions.

### Systems Change

The most advanced form of collaboration identified by Sidney L. Gardner is what he calls “systems change.”

The systems-change level has two critical components:

- \* **Member organizations explicitly and deeply support the collaborative goal.** Passing a resolution qualifies as explicit support and lays an important foundation. Explicit support is found at the joint project and rule-changing levels. Deep support represents a cultural shift. It is created over time through leadership. For example, when the goal is student well-being, school board members view the provision of school health services as an opportunity, not an inconvenience.

- \* **Leadership leads.** Partners in the collaboration bring along their agency. School board members and the superintendent are committed to the goals. They remind staff of the vision. They ask staff to report barriers and offer alternative possibilities. The goal penetrates staff-level decisions and actions.

And two critical practices:

- \* **It measures progress.** Indicators of collaborative success are identified, reported, discussed and addressed across member organizations. Whether it is student fitness scores, the number of days students walk or bike to school, or the total miles of bike lanes, data are gathered, are made public and stimulate action.
- \* **It acts on the big picture.** When a barrier is outside of the collaborative members' scope, they seek ways to address it.

Systems change is not just a few policies or an attitude of collaboration. It is a new culture across partner organizations, a new way of doing business, a new allocation of funding, new staff, new forms of accountability and a new focus. When collaborations reach the systems change stage, the member organizations are collectively focused on the outcomes and needs of children. Everyone is guided by the question, "Are the children better off?"

This level of change requires partners to challenge others to rethink and redirect resources. Personnel, funding, policies and programs are redirected and realigned to create the permanent changes needed to achieve the outcomes sought. An emphasis is placed on prevention and integration of efforts rather than categorical approaches.

Cities and school districts that develop comprehensive youth master plans sometimes reach this stage of collaboration. In Claremont, the school district and the city have a collaborative that centers on a youth master plan. All items that come before either the board of education or the city council have a checkbox to show how the item relates to the youth master plan. The entire community participated in developing both the original youth master plan and the revised plan 10 years later.



## **COLLABORATING FOR STUDENT WELLNESS**

Collaboration for Nutrition	31
Collaboration for Physical Activity	35
Collaboration for Overweight Screening	42
Comprehensive Collaboration for Obesity Prevention	43

# 4 COLLABORATING FOR STUDENT WELLNESS

This chapter provides some examples of districts/COEs and their partners collaborating around nutrition and physical activity.

## COLLABORATION FOR NUTRITION

Across the state, school districts/COEs are finding that it is more effective to implement their school wellness policies if they collaborate with cities, businesses, community groups and nonprofits. These partners supply expertise, funding, technical assistance, volunteer hours and sometimes supplies and curricular materials. Collaboration has enabled districts to expand programs and services, expand their reach more deeply into the community, and garner greater community commitment.

### Empower Food Services Staff to Seek Opportunities

When school districts consider family and community nutrition education as part of their food services mission, committed staff are empowered to seek local opportunities for collaboration.

San Marcos Unified School District hired a nutrition education and marketing director who is paid out of the food services budget. This nutrition director educates parent-teacher organizations, principals and the community about the district's nutrition program and wellness policy. When there was backlash from the parents about restricting traditional foods from classroom parties and snacks, he worked with the parents and parent-teacher organizations to develop an understanding and support for a strong nutrition policy. One of his goals is to develop a speakers' bureau to promote the district's activities around wellness.

In Elk Grove Unified School District, the nutrition specialist developed these activities:

- \* Students regularly visit their local supermarkets for hands-on nutrition education.
- \* Fourth-grade students visit the local farmers market.

- \* Sixth-grade students collect donations and sort food for the local food bank.
- \* A grocery store chain sponsors school assemblies with television personality Michael Marks, “Your Produce Man.”
- \* The district’s nutrition Web site presents upcoming nutrition activities and posts the winning short videos from the district’s “Healthy Me” video contest.
- \* Over 500 teachers participate in nutrition in-service.

### Utilize Available Resources

Priscilla Cox, Elk Grove Unified School District board member, worked with the board back in 1994 to pursue a SHAPE (Shaping Health as Partners in Education) grant from the California Department of Education. The district was awarded the grant and has since established a comprehensive approach to nutrition education that includes business and nonprofit community partners. Ann Gaffney, the district’s nutrition specialist, urges other districts to send nutrition and food services staff to SHAPE workshops to get ideas on how to create community partnerships that link to curriculum and state standards. (See Resources, Chapter 7)

Vista Unified School District wanted to build greater community awareness and commitment to healthy eating. The district hired a nutrition education and training supervisor who sought resources from multiple sources and presented information to entire grades as well as offering workshops for families about good nutrition. Business and government partners assist the district’s program. In this program:

- \* Vista teachers use materials developed by the Centers for Disease Control and Prevention, “Fruits and Veggies Matter” (formerly “5 a Day”), to teach nutrition education in classrooms. The materials are free to schools and include cookbooks, demonstration lessons and teacher training.
- \* The Dairy Council of California provides free nutrition education materials for all ages—parents, teachers and children. These materials are easy to use, and training is available upon request.
- \* The University of California, Cooperative Extension provides two free programs: the Food Stamp Education Program and the Expanded Food Nutrition Education Program.
- \* The district makes its cafeterias an extension of the classroom with the “Harvest of the Month” state program. Each month a different fruit and vegetable are selected and promoted. K-12 parent newsletters in English and Spanish and other resources are available from the California Department of Education Web site, [www.harvestofthemonth.com](http://www.harvestofthemonth.com).

### **Create Public Awareness**

The San Marcos Unified School District established a Health Council, consisting of a variety of district stakeholders as well as various community members, the recreation supervisor for the City of San Marcos, Palomar Pomerado Health (the local hospital district), North County Health Services (a local clinic), a nutrition educator from the University of California, Davis Cooperative Extension and a representative from the Dairy Council of California. The council has published a brochure, sponsored a poster contest and held a Wellness Policy Fair. The fair took place on a Saturday afternoon at Mission Hills High School in conjunction with a 3-on-3 basketball tournament. The council sought and received sponsors and booths for the fair from within its ranks and from the broader community. The fair received a great deal of support from the community and favorable press, which increased community awareness of the goals of the district's wellness policy.

After parents protesting wellness policies in Shasta County organized lunch-time fast food deliveries to the high school parking lot, the Healthy Shasta collaborative realized that it had to build public awareness of the risks associated with obesity and its epidemic. (See the Shasta Case Study in Chapter 5 to learn about the many approaches taken by this county.)

Chula Vista Elementary School District's entire wellness committee, consisting of parents, doctors, various health care workers and school district staff, were involved in creating two brochures: (1) an internal wellness policy brochure for all staff that included the number of minutes of physical education required, rules for party treats, state legislation, and policy changes about foods on site; and (2) a brochure for families with suggestions on how to encourage healthy living and ideas for healthy snacks.

### **Connect at the County Level**

The County of San Diego and the San Diego County Office of Education assist the county's 42 school districts in the implementation of their wellness plans. The two organizations co-host quarterly meetings of district food service directors and student wellness coordinators from throughout the county. This has proven an efficient way to access resources and to network and share ideas with colleagues.

### **Engage Youth in Finding and Implementing Solutions**

Staff from Palomar Pomerado Health, a local public hospital district in San Diego County, met with high school students from San Marcos Unified School District. Together they planned a "dump the junk week" and developed activities such as a jump rope contest and an information booth about fats in foods.

## Encourage Cities to Adopt Nutrition Policies

School leaders can work with city leaders in the development, alignment and adoption of district/COE and city nutrition policies.

Cities throughout the state are becoming aware of their role to promote access to healthy foods. The CCS Partnership and the California Center for Public Health Advocacy surveyed California cities in the fall of 2008 and found many are working in collaboration to create access to healthy foods on city property, near schools and in more neighborhoods.

Here are just a few examples:

- \* The City of Brentwood passed a comprehensive wellness policy that includes a specific objective to “Create partnerships with schools, health agencies, businesses, community organizations and citizen groups to offer health, nutrition, recreation and education programs and activities throughout the community. This includes summer and after-school hours programming.”<sup>34</sup>
- \* Palm Desert, San Francisco, and Santa Ana municipal codes provide regulations to owners and operators of food vending trucks establishing a minimum distance between vending truck operations and the nearest property line of schools, parks and recreation facilities.<sup>35</sup>
- \* Sweetwater Union High School District revisited all joint facilities agreements with the City of Chula Vista to ensure that all partners using facilities for children were following nutrition guidelines.
- \* The cities of Berkeley, Baldwin Park, Chino, Chula Vista, Fort Bragg, La Mesa, Lemon Grove, Morgan Hill, Selma, Stockton, Walnut Creek and West Covina all have vending machine ordinances providing nutritional standards for foods and beverages offered in public vending machines.
- \* The cities of Berkeley, Baldwin Park, Cotati, Morro Bay, Ojai, Santa Barbara, Seaside, Signal Hill, Windsor, Truckee and Walnut Creek all have restrictions on fast food outlets.
- \* The cities of Irvine, Petaluma, Rancho Cucamonga and Winters are currently assessing access to healthy foods in their neighborhoods.
- \* The City of Fontana Community Services Department and various community businesses and local organizations offer a series of programs called “Healthy Fontana” designed to inform, educate and change the way people eat, exercise and live. It was a brainchild of city council member Acquanelta Warren, who was concerned about growing rates of obesity, diabetes and heart disease. Ms. Warren wanted to do something within her community to

challenge residents to “get fit and active!” With the mayor’s and city council’s support, Ms. Warren began to establish and create a campaign against youth “di-obesity.” Programs include “Steps Along the Way” walking clubs, cooking classes, sports and exercise classes. The city offers after-school programs which include a “5-A-Day” nutrition program providing a daily healthy snack and fitness scholastics. The health and wellness component is 30 minutes of daily physical activity which includes running games, sports activities, tag and other interactive games.

- \* Nearly 50 cities have reported provisions to allow farmers markets.

Find more examples of healthy cities by visiting the California Healthy Cities and Communities site hosted by the Center for Civic Partnership ([www.civicpartnerships.org](http://www.civicpartnerships.org)) or an upcoming city policy campaign hosted by the Center for Public Health Advocacy ([www.publichealthadvocacy.org](http://www.publichealthadvocacy.org)).

---

## **COLLABORATION FOR PHYSICAL ACTIVITY**

This section highlights some of the specific ways school districts/COEs and their partners collaborate around physical activity. It provides examples of possible strategies and offers some direction for additional resources.

### **Conduct Walkability, Bikeability and Park Condition Audits**

One of the first activities in creating change is to do an initial assessment of existing conditions, resources and barriers to daily physical activity. This includes safe walking and biking routes, accessible sports fields, public pools, tracks, gyms, trails and open spaces.

- \* There are a number of assessment tools online to conduct a bikeability survey. A simple one that can be downloaded and printed is at [www.bicyclinginfo.org](http://www.bicyclinginfo.org). Data from the Safe Routes to School grant application can also be used. Local bike clubs or bike stores can be partners in this effort. Once the assessment has been completed, the results should be shared with the city council and local planning commission. Many more community assessment tools can be found at [www.ActiveLivingResearch.org](http://www.ActiveLivingResearch.org).
- \* Teen researchers may be involved in a PhotoVoice Project<sup>36</sup> that documents existing resources and barriers through pictures and videos.
- \* Baldwin Park’s “Healthy Teens on the Move” and Resident Advisory Councils audit local parks for access, use and the condition of equipment.

- \* The University of Southern California's gerontology department and the Fall Prevention Center of Excellence take a lifespan approach: Communities that are safer for older adults and children are better for everyone. They are conducting Intergenerational Walkability Audits, in which school children, neighbors, service providers and older adults join together to assess neighborhoods' walkability and sidewalk safety. They evaluate sidewalks based on their maintenance and also crosswalks and other community features, such as respite islands and benches that add to "streets for life."
- \* The City of La Mesa in San Diego County has worked with high school youth and other stakeholders in a project called CX3, which stands for Communities for Excellence in Nutrition, Physical Activity and Obesity Prevention. This initiative was originally piloted by the Network for a Healthy California. La Mesa's effort was a collaboration between the city, the county, La Mesa-Spring Valley School District, various community members and Helix High School. Their goal was to analyze a neighborhood for access to healthy foods, review advertising in the targeted area and measure walkability. The group listed sidewalks to Helix High School as their top priority. As part of their advocacy in this area, the students lobbied for sidewalks at and leading to Helix High School. Their efforts resulted in a Safe Routes to School grant for sidewalks, lighting and landscaping for the area high school that had poor pedestrian access.

### **Establish Safe Routes to School (SRTS and SR2S)**

Providing safe routes to school can provide a variety of important benefits to children and their communities, including increasing physical activity, reducing traffic congestion, improving air quality, and enhancing neighborhood safety, all of which have been shown to improve student learning and achievement.

Safe Routes to School programs have funding mechanisms at both the federal and state level that are set up to increase active travel to and from school through engineering, education, encouragement and traffic enforcement projects. These programs promote environmental change through engineering projects that improve existing infrastructure or build new infrastructure, such as sidewalks, crosswalks and bicycle lanes on the way to school. Safe Routes to School programs also promote safe and physically active travel to and from school through education, encouragement and safety enforcement projects, such as walk or bike to school events and educating children about traffic laws and the benefits of active transport.

Information and resources on both the federal and state Safe Routes to School programs, including how to apply for a grant and how to get a program started, can be found on the California Department of Transportation's Web site, [www.dot.ca.gov/hq/localPrograms/saferoutes/saferoutes.htm](http://www.dot.ca.gov/hq/localPrograms/saferoutes/saferoutes.htm). The National Center for Safe Routes to School Web site is [www.saferoutesinfo.org](http://www.saferoutesinfo.org).

Activities that promote walking or bicycling to school include:

- \* **“Walking school bus” or “bicycle train.”** The district can work with the PTA and/or local bike clubs to coordinate supervised walking or bicycling teams that pick up students along an agreed upon route to and from schools.
- \* **Walk to School or Bike to School Day/Week/Month.** Napa County Office of Education has been promoting a Bike to School Week in collaboration with the League of American Bicyclists.
- \* **Bicycle safety equipment.** Napa County Office of Education also works with city police to provide bicycle helmets to low-income families.

### Participate in Land Use Planning

While land use is primarily under city and county authority, school districts engage in land use decisions both as holders of real estate and as policy leaders. Increasingly, cities are recognizing the importance of including school districts in land use policy.

There are multiple opportunities for school board members to influence land use policy and decisions. One goal of healthy land use planning is to make the healthy choice the easy choice. When schools are located in or near residential neighborhoods and there are safe paths, children are more likely to bike and walk to school.

A city’s general plan provides the blueprint for ongoing land use. General plans are revised periodically with citizen review. The revision process provides an opportunity to address school district involvement in issues of school siting, healthy food options in and around the school campus, complete streets (with sidewalks, crosswalks and bike lanes), access to parks and trails and other elements.

The Chino School District, through its participation in Healthy Chino, is an example of a collaborative that formed a land use advisory committee. That committee has reviewed the general plan revision and provided student-friendly suggestions. To learn more about working on land use planning, start with Planning for Healthy Places at [www.HealthyPlanning.org](http://www.HealthyPlanning.org).

### Make School Siting Decisions that Promote Physical Activity

According to a 2004 study by the Centers for Disease Control and Prevention, parents said “distance from home to school” was the largest barrier to letting their children walk or bike to school.<sup>37</sup> The location of a school has an impact on the health and academic performance of students. Schools that are sited so that walking and biking are possible for students can increase their amount of physical activity.<sup>38</sup>

Some school districts co-locate their schools adjacent to city parks, pools and community recreation facilities where children can play during or after school. Locating schools in the center of communities encourages walking to and from school, as well as community support for the school when parcel taxes and bond measures are needed. A California resource for school siting is the nonprofit New Schools Better Neighborhoods. Its Web site, [www.nsbno.org](http://www.nsbno.org), provides case studies and resources.

### **Collaborate on Joint Financing and Joint Use of Facilities and Equipment**

Joint use refers to planned development or use of facilities by multiple jurisdictions. It has public appeal for its efficient use of public funds for broader public access. With an aging electorate, many communities find school bonds pass when they include provisions for broader public access to facilities such as pools, gyms or performance centers. Pools, sports and community activity facilities are expensive to build, maintain and staff. Cities and school districts have found ways to share these costs to broaden access to students, competitive sport teams and the general public.

All require a culture of collaboration and clear joint use agreements. (See Appendix B for joint use agreement sample, models and resources.) Joint use agreements typically include the following components:

- \* Authority for entering the agreement
- \* Intent and purpose of the agreement
- \* Description of the facilities, areas and equipment to be shared
- \* Description of the activities and services to be offered
- \* Use priority
- \* Staffing and supervision requirements
- \* Financial arrangements and responsibilities
- \* Operation policy and procedures

Examples of joint use include:

- \* The City of Pleasanton and Pleasanton Unified School District jointly funded the construction of three middle school gyms. The city operates programs in the gyms during non-school hours. Many California cities and school districts have partnered with community colleges, sports leagues and other community groups to finance, develop, schedule and maintain sports fields. Examples include projects in the Cities of La Mesa, Westlake Village, Capistrano, Redwood City, Burlingame and San Pablo.

- \* In the City of La Mesa, the Junior Seau Sports Complex was made possible by the \$5 million fundraising efforts of the La Mesa Park and Recreation Foundation. The complex features an artificial turf football field, soccer field, three ball fields, skate park and future expansion of the YMCA facilities. Users include the middle school physical education classes, youth sports teams, after-school programs, sports camps and YMCA camps. The city's Public Works Department handled the design and construction of the project and maintains the fields. The private foundation led the fundraising efforts and coordinates special events for the complex. The city's Community Services and Sports Athletic Councils coordinate scheduling after school and on weekends. The leagues pay for janitorial services and lights, and the school pays for watering the fields.
- \* The City of Stockton Parks and Recreation Department and the Lodi Unified School District are developing a high school campus that will allow for community use of fields and facilities.
- \* The town of Danville and the City of Escalon have joined with their local school districts to build, maintain and share use of swimming pools.
- \* Chula Vista Unified School District and the U.S. Olympic Commission have had a partnership since the opening of the Olympic training center in 1998. Over 100,000 elementary students have gone through the program. Three years ago the district was given a classroom on site. The district sends 60 students at a time for a four-hour session on health, nutrition, character education, sportsmanship and fitness. The center's chef talks to them about the athletes' diets and healthy eating and the athletes serve as role models. Lessons address labeling, portion size and the nutritional value of foods. A San Diego Public Health grant provided \$5,000 for materials. The teacher's salary was initially joint funded by the Eastlake Development Company and the school district, but is now paid out of the district's general fund. The teacher has given presentations to parents, and the project has a great deal of parental support. The parents said, "We're excited! We're learning with the kids." As a result of this reaction, the partners have decided to do a parent field trip to the training center this school year to provide a similar learning experience for parents.

### **Establish Other Physical Activity Programs**

Collaboratives also can encourage physical activity through the following types of school-based programs.

- \* **Walk the talk.** Following the example of the Shasta County Supervisors, each board member or each collaborative member can be asked to select a personal fitness goal. Publicly stating the fitness goals builds public awareness of these issues.

- \* **After-school programs.** After-school programs offer opportunities for physical activity and can be supported through collaborative efforts. In many after-school programs, the city parks and recreation department provides staffing and supervision while the school district provides the playgrounds and ball field. Livermore’s after-school program recognizes that not just children need to walk, and engages seniors in homework help and includes them in the walking program. After-school programs should include physical activity goals, measurement and celebration of achievement.
- \* **American Heart Association programs.** The American Heart Association has provided Jump Rope for Heart and Hoops for Heart programs to approximately 1,900 schools. AHA trains volunteers, usually a physical education teacher or classroom teacher but sometimes a parent or someone in PTA, to run the program. The program starts with a kick-off assembly, includes daily jump rope activities and culminates with a big fundraising event. Playworks (formerly Sports4kids) and the American Alliance for Health, Physical Education, Recreation and Dance assist in volunteer recruitment.
- \* **The Alliance for a Healthier Generation.** John Yehall Chin Elementary School, Francisco Middle School and Galileo Academy of Science and Technology in San Francisco along with several schools in San Mateo County are part of the pilot project from the Alliance for a Healthier Generation, an organization created by the AHA and the Clinton Foundation. Students in this program take a pledge to live a healthier lifestyle. Each of these schools is assigned a program manager to work with the school to fight childhood obesity by developing healthy eating habits and by training staff members to be healthy role models. A virtual program also exists and is available to schools not involved in the pilot program.
- \* **Measurement of energy expended.** San Marcos Unified School District hosts “Club 49,” a Boys and Girls’ Club program at San Marcos Middle School. The clubroom contains fitness equipment that can monitor exercise. Students use this equipment in their regular physical education classes and during the after-school program. Each child receives a flash drive to keep a record of his/her conditioning.
- \* **Guest programs.** Chula Vista Elementary School District invites emergency medical technicians from the American Medical Response Ambulance Company to present to sixth-grade students the negative results of unhealthy practices, such as accidents, strokes and heart attacks. The company also provides classes on bike and seatbelt safety.

- \* **Outside funding for physical education curriculum.** Chula Vista Elementary School District received funds for its physical education program from Healthy Eating Active Communities and a Vitamin Cases Consumer Settlement Fund grant. It also received \$10,000 from General Mills to write physical education curriculum for special needs students. It is using these funding sources along with state funding to develop curricula for its schools. The district is providing a complete package for its schools, including curricula, equipment and staff development for classroom teachers.

### **NATOMAS UNIFIED SCHOOL DISTRICT—PARTNERSHIP FOR ACTIVE COMMUNITIES**

The Partnership for Active Communities, chaired by Dr. Steve Farrar, Superintendent of the Natomas Unified School District, and directed by WALK Sacramento, engages leaders from more than 30 organizations.

The PAC targets the Natomas area with initiatives to: 1) improve the school environment; 2) provide health impact reviews of new development proposals; 3) provide outreach within the community; and 4) provide advocacy on issues relevant to the community. The PAC's accomplishments include:

- \* Bannan Creek Traffic Tamers project, which helps students “tame” their parents’ and neighbors’ driving behavior to be pedestrian and bicycle friendly.
- \* The Natomas Park Walk-to-School Committee, which organizes parents to lead children on daily walks to and from school.
- \* School assessments to identify priority improvements in and near schools that can be funded in proposed bond and parcel tax initiatives.
- \* Pedestrian Crossings Symposium and a Sidewalk Symposium to build consensus for frequent and safe street crossings and a complete system of sidewalks throughout communities.
- \* Contributions to city and county pedestrian plans and design guidelines.
- \* Defeat of proposed speed limit increases in Natomas, and a campaign for reconsideration of roadway width and a moratorium on roadway widening.
- \* Successful advocacy for a street light at a heavily used school crossing over a busy street after 15 years of failed efforts by agencies and officials trying to do it alone.
- \* An early development review system with the city and developers in Natomas, yielding dozens of significant design changes to more than 40 projects; formal comments on designs of two new schools.

Learn more about the Partnership for Active Communities at [www.ActiveLivingByDesign.org](http://www.ActiveLivingByDesign.org).

---

## COLLABORATION FOR OVERWEIGHT SCREENING

Many school districts are working with health providers to screen students for healthy weight. Screening serves multiple purposes:

- \* Identifies children and families at risk for obesity or diabetes
- \* Provides appropriate referrals for medical follow-up
- \* Provides links and enrollment assistance for insurance programs
- \* Engages at-risk students in educational, recreational and support programs
- \* Helps monitor trends in obesity reduction over time for collaboratives that are monitoring their progress
- \* Provides information and education to parents and caregivers

In San Diego County, Ramona Unified School District participates in Palomar Pomerado Health's Community Action Council. Together they decided to address childhood obesity. Council members began by researching what other communities were doing. They learned that Fallbrook Union Elementary School District had the CATCH (Community Access to Child Health) Screening Program. A visit to the Fallbrook program led them to establish the Ramona screening program, TODAY (Transforming Obesity and Diabetes Awareness in Youth.)

The project was integrated into the required annual measurement of height and weight of fifth-grade students. The BMI, indicating the relationship between a person's weight and height, was calculated for each of these students. In the first year the project found nearly 49 percent of the 90 students tested were in the at-risk or overweight categories.

The 55 students with signed release forms were given a non-fasting finger stick glucose test. Two students fell into the elevated risk category with glucose levels above 125. The 10 students with scores over 100 were given a fasting test the following week. Six remained at an increased risk level, and one remained at the elevated risk level.<sup>39</sup>

Results were sent to all parents. Some parents reported a family history of diabetes, but had not realized that their child might be at risk until this screening occurred. Additional free testing is available to the families of the at-risk children. Wellness and nutrition classes are offered to all parents.

Other partners in the project include the County of San Diego, Health and Human Services and North County Health Services, a local clinic.

The success of this program has led to its expansion to two other elementary schools in Ramona Unified School District and to three other school districts: Poway Unified School District, Escondido Union School District and Valley Center Pauma Unified School District.

---

## **COMPREHENSIVE COLLABORATION FOR OBESITY PREVENTION**

### **Countywide**

Perhaps the most comprehensive countywide collaborative example is found in San Diego. The County of San Diego, the Community Health Improvement Partners of San Diego and the Coalition on Children and Weight San Diego worked together to create the Call to Action, San Diego County Childhood Obesity Action Plan. (See Appendix D.) This comprehensive plan has served as a blueprint for addressing land use, recreation, school environments, after-school programs, health care, preschool and child care, faith-based and community-based organizations, business and the media.

The County of San Diego and the San Diego County Office of Education assist the 42 school districts in the county with the implementation of their wellness plans. Their goal is to help districts overcome obstacles as they implement their wellness policies. They provide presentations to school boards, offer support and technical assistance to districts, and convene a network of wellness leaders. Each district is assigned a trained liaison to assist the district with its unique needs, including distribution of information and assistance with grant writing. This includes parent training and use of a toolkit developed by California Project LEAN. There is also an effort to help after-school programs to comply with nutrition guidelines.

Staff from districts interviewed for this guide mentioned the value of their partnership with the county office of education and the County of San Diego and the importance of the networking and technical support that they have received.

### **Citywide**

The City of Irvine has a strategic plan for Children, Youth and Families and a Youth Wellness Advocacy Group which includes obesity prevention among the issues it addresses.

### **Districtwide**

San Marcos Unified School District has a Health Council which includes the recreation supervisor for the City of San Marcos, Palomar Pomerado Health (the local public hospital district), North County Health Services (a local clinic), a nutrition educator from University of California Cooperative Extension and a representative from the Dairy Council of California.



## CASE STUDIES

<b>Earlimart School District:</b> Onsite Women's, Infants and Children Nutrition Program and Farmers Market	46
<b>Oakland Schoolyards Initiative:</b> Collaborative Planning Play Yards	51
<b>Creating a Healthier La Mesa:</b> La Mesa-Spring Valley School District and the City of La Mesa	56
<b>Julian Pathways:</b> A Backcountry Healthy Start Model	60
<b>Healthy Shasta:</b> New Millennium Health and Fitness Council Northern California	64
<b>Healthy Chino Coalition</b>	71

# 5 CASE STUDIES

What follows are six case studies of California communities where school districts are collaborating with local government and other community partners to build healthy communities. The six studies represent a range of collaborations on the continuum, from information exchange to systems change (see section “Continuum of Collaboration” in Chapter 3). The six communities are Earlimart, Oakland, La Mesa, Julian, Shasta and Chino.

Throughout the case studies that follow, the collaboration ruler will be used to indicate the stage of collaboration being discussed.

The levels on the continuum ruler correspond to the levels on the pyramid of collaboration:

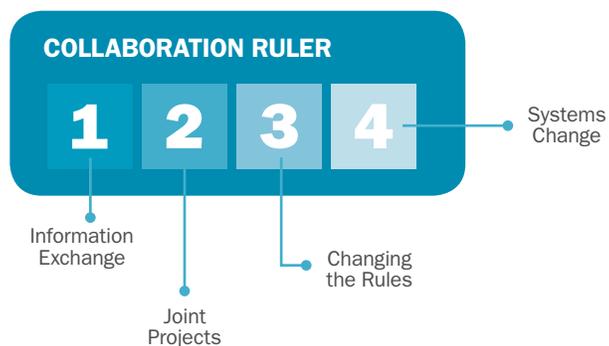
**Level 1** is Information Exchange.

**Level 2** is Joint Projects.

**Level 3** is Changing the Rules.

**Level 4** is Systems Change.

The pyramid of collaboration is illustrated on page 24.



## EARLIMART SCHOOL DISTRICT ONSITE WOMEN'S, INFANTS AND CHILDREN NUTRITION PROGRAM AND FARMERS MARKET

TULARE COUNTY



*"What we are saying to the school district is 'partner with us.'  
We share an interest in promoting and maintaining the health of students."*

—Susan Elizabeth, CCROPP Community Coordinator

---

### WHAT

- \* On-campus Women's, Infants and Children nutrition program
- \* Co-location of weekly farmers market on school property with nutrition education and children's activities

---

### WHERE

Earlimart is a small (population less than 7,000), rural, unincorporated community on Highway 99 in southern Tulare County. Most families are young (median age is 22), low income (42 percent at or below the federal poverty level), Latino (87 percent) and work in agriculture (55 percent of males, 38 percent of females).<sup>40</sup> All of Earlimart students qualify for free or reduced-price lunch. Ironically, Earlimart was named for the productivity of the land to yield crops earlier than elsewhere in the San Joaquin Valley. Yet many families do not own cars, so access to full-service grocery stores and fresh fruits and vegetables is very limited.

## WHO: THE KEY PARTNERS

- \* **Earlimart School District** has four schools serving the surrounding area with classes for children in grades K through 8. In the spring of 2008 the school board approved a new eight-year lease with the county WIC program to house its office on the Earlimart school campus. The district also allows a weekly farmers market to utilize school grounds.



*Left to Right: Eustolia Zamora-Bonilla, from the Network for a Healthy California's Latino Campaign; Dr. Marcella Smith, Superintendent of Earlimart School District; Joe Cardenas, Earlimart Barber; Peggy Redfern, WIC Director*

- \* **Earlimart Veterans Memorial District** has made available the land adjacent to the school fields that are maintained by the school district. The farmers market straddles the school and memorial district property.
- \* **Central California Regional Obesity Prevention Program** is the Central California Public Health Partnership's three-year initiative to reduce disparities in obesity and diabetes in the San Joaquin Valley. CCROPP has a community organizer working in Southern Tulare County who assisted in the campaign to keep WIC and start the farmers market.
- \* **Farmer Greg Tesch** brings his produce from Bakersfield, accepts food stamps and WIC coupons, reports food stamp and WIC sales, complies with requirements of certified farmers markets, and provides liability insurance.
- \* **Tulare County Farmers Market Committee** is a voluntary committee of individuals that works to promote farmers markets in underserved communities where access to fresh produce is limited. The committee has been instrumental in ensuring the market meets certification requirements.
- \* **Tulare County Nutrition Collaborative** has been actively addressing food access and physical activity issues in Tulare County since 2002. It provided encouragement for both of these projects. The collaborative was a recipient of a local incentive grant from the Network for Healthy California and has since received Vitamin Cases Consumer Settlement funds. The collaborative has a strategic plan, supports programs, and perhaps most importantly has established mutually supportive relationships between nutrition advocates throughout the county.

- \* **WIC**, the Special Supplemental Nutrition Program for Women, Infants and Children, is a federal program administered by counties. Its purpose is to safeguard the health of low-income women, infants and children up to age five who are at nutritional risk by providing nutritious foods to supplement diets, information on healthy eating, and referrals to health care. The Earlimart WIC clinic has a staff who administer the WIC program and assist with the farmers market activities.

---

## THE STORY

### Two Challenges, Two Opportunities

Community leaders and staff from public and nonprofit agencies dedicated to good nutrition and active living knew of the challenges in Earlimart. Obesity rates are high (31.3 percent overweight students in grades 5, 7 and 8<sup>41</sup>) and access to fresh fruits and vegetables is low. Challenges included:

- 1 **Farmers market space.** WIC staff had already established a weekly farmers market on the corner of a city street, but their efforts to cordon off the area created a logistical challenge.
- 2 **WIC office space.** WIC was serving 1,800 families in a town of 7,000. Originally stationed in the community health clinic, WIC lost that space when the community health clinic expanded in 2006. It found temporary shelter in a vacant building located on the Earlimart School District campus. In March of 2007, the district told the clinic that it wanted to establish a resource center in that building. A search committee for a new location in Earlimart found no other available space. Soon families were wondering how they would travel the 30 miles to the central WIC office.

### Farmers Market Solution

Peggy Redfern, Tulare WIC director, said when space for her staff and the farmers market was threatened, she sought help from those in the know. She went to her fellow nutrition advocates and local community leaders. Earlimart is unincorporated as a city, so she had to find the natural leaders. She went to Joe Cardona, the local barber who knew residents and local resources. He suggested a small grassy area with shade trees behind the ballpark as a much better place for the farmers market. It happened to be two parcels owned by the Earlimart School District and the

Veterans Memorial District. The Tulare Farmers Market Committee spoke with both districts and an agreement was reached. Now, the school and memorial districts provide in-kind space. The Farmers Market Committee provides in-kind technical assistance. Farmer Greg provides insurance, compliance with the certified farmers market standards, and of course, the fresh fruits and vegetables. WIC and Network for a Healthy California staff bring nutrition education and children's activities.

Spring through fall, families gather on Tuesday afternoons at the farmers market. Network staff bring the hula-hoops, assist in translating participant needs and questions for Farmer Greg, and demonstrate food preparation of seasonal crops. Families gather, visit and carry home bags of healthy fresh fruits and vegetables.

### **WIC Office Solution**

Office space for the WIC program was a greater challenge. Earlimart is identified as a Program Improvement<sup>42</sup> district that rightfully has identified academic achievement as its highest priority. The district had seen the WIC program tenancy as a short-term use of its building. When the school board passed a motion to terminate the WIC lease, it was not aware of the impact that decision would have on local residents.

Earlimart has one of the highest percentages of families enrolled in WIC in the nation. The WIC director lamented the challenge to the Tulare Nutrition Collaborative who understood the magnitude of the loss. The word got out to parents through preschool programs, the health center, and bilingual flyers at the WIC office. Families were distraught over the prospect of losing the local WIC office.

Susan Elizabeth, the CCROPP community coordinator who was originally focused on keeping school grounds open after school, shifted her focus in Earlimart to the WIC office situation. Trained as a community organizer, she passed on her skills by helping residents develop a voice and clarify their message. She began to help residents understand their appropriate potential role in communicating to the school board. After hearing moving testimony from families at three consecutive board meetings, the school board members fully realized how significant the WIC program was in ensuring that families had enough healthy food in their homes. The board reconsidered, rescinded the motion to terminate the lease and offered a new lease for the WIC office.

Subsequently, school district and county counsel negotiated an eight-year lease with a higher monthly rent that allowed the WIC office to remain in the building and provided increased revenue for other school programs. The community experienced the district as ultimately caring and responsive to their needs as families.

---

## ADVICE FOR SCHOOL DISTRICTS

- \* Seek out and speak with others who share your concerns.
- \* Seek out advice from respected members of the community.
- \* Community partners can educate and engage the public about appropriate civic action.
- \* Explore possible gains for each party's interest.

### LEVEL OF COLLABORATION



---

## FOR FURTHER INFORMATION CONTACT

### Susan Elizabeth

Community Coordinator, CCROPP  
559.738.9167 | [skycat1941@sbcglobal.net](mailto:skycat1941@sbcglobal.net)

### Peggy Redfern

Tulare County WIC Program Director  
Network for Healthy California Project Coordinator  
559.685.2519, ext. 242 | [predfern@tularehhsa.org](mailto:predfern@tularehhsa.org)

## OAKLAND SCHOOLYARDS INITIATIVE: COLLABORATIVE PLANNING PLAY YARDS

ALAMEDA COUNTY



*“The project has fostered cadres of parents and young people as stewards of their school facilities.”*

—David Kakishiba, Oakland USD school board member

---

### WHAT

- \* Development and implementation of a schoolyard master plan

---

### WHERE

The San Antonio community of Oakland is rich in cultural and linguistic diversity. This area lies in the flatlands east of Lake Merritt. Asian and Pacific Islanders comprise the largest proportion (41 percent) of the community, followed by African Americans (24 percent), Latinos (23 percent) and Caucasians (8 percent). Garfield Elementary School has 770 students, 80 percent of whom are English language learners. Languages spoken by the children include Spanish, Vietnamese, Cantonese, Mien, Khmer, Arabic, Tagalog, Laotian and Tongan.

The children at Garfield and in the San Antonio neighborhood have to cope daily with the issues of poverty, poor health, crime, and lack of adequate open space. Currently, Lower San Antonio has only 0.78 acres of open space per 1,000 residents, one fifth of the city's four-acre recommended standard. In addition, Garfield Elementary School had more child-pedestrian vehicle collisions between 1996 and 2000 than any other school in Oakland. Finding a safe place to play is not an easy task for children in the neighborhood.

At Garfield Elementary School, students performed lower than both the district and state averages on the California Physical Fitness Test.

---

## WHO: THE KEY PARTNERS

- \* **East Bay Asian Youth Center**, founded in 1976, is a private nonprofit community-building organization based in the San Antonio neighborhood district of the city of Oakland. EBAYC provides community organizing and direct after-school services. EBAYC has a multiracial, multiethnic and multilingual membership of over 700 Oakland families who are involved in the after-school learning centers. EBAYC families have demonstrated remarkable leadership across race, culture and language to improve and strengthen their neighborhoods.
- \* **Garfield Elementary Parent Action Committee** has worked to improve pedestrian safety around Garfield Elementary School and was instrumental in launching the Schoolyards Initiative.
- \* **Urban Ecology** is a nonprofit architectural collective working to create neighborhoods that are thriving, healthy places to live. It specializes in participatory land use planning and policy advocacy and has been working closely with the Oakland Unified School District to develop plans for the Schoolyards Initiative.
- \* **Garfield Elementary staff**, including school principal Maria Dehghanfard and teachers, were engaged in planning and implementation.
- \* **Oakland Unified School Board** passed a schoolyards resolution and district staff are working to implement the plan.

---

## THE STORY



*Garfield Park students, teachers and parents painting the school yard*

Parents of Garfield Elementary students were concerned about their children's safety in and around the schoolyard during non-school hours. As school enrollment grew, playground space was taken over by portable units. Modernization, new construction and maintenance had been deferred. Students in Paulette Smith's classroom wrote letters to the facilities director complaining about torn-up asphalt.

The Garfield Parent Action Committee and EBAYC staff decided to invite a community land use planning group, Urban Ecology, to meet

with residents and school administrators to envision a solution. Parent leaders and Urban Ecology staff planned a series of three workshops to involve parents in envisioning improvements for the schoolyard. EBAYC parent leaders and organizers were responsible for the outreach to parents to ensure high attendance, while Urban Ecology staff organized the content of the workshops. In total about 150 parents attended the three workshops. At every workshop, EBAYC staff translated from English to four different languages—Spanish, Vietnamese, Cantonese and Khmer.

Based on what they heard from the parents, students and teachers, Urban Ecology developed a schoolyard master plan for Garfield. The plan, completed in 2006, keeps safety and security as its primary focus, provides new recreation activities as well as space for outdoor classrooms, and improves the schoolyard's image and attractiveness.

The vision of playgrounds came easily. The hard part was developing a collaborative plan to raise hundreds of thousands of dollars and stewarding designs through the state's architectural review and regulatory requirements. Four different organizational cultures had to work together: a community-organizing and direct service provider, district administration, neighborhood parents and landscape architects.

"This is a new experience for everybody," reports school board trustee David Kakishiba, who is also the Executive Director of EBAYC. His dual hats have helped bridge the organizational cultures. "Schools have a proprietary relationship to school yards. They don't want the gates opened due to fear of vandalism, littering and damaged equipment." Overcoming these concerns to transform one schoolyard has required significant school- and city-level influence and is still in the planning stages. "Fortunately, we had a mandate established in our wellness plan," reported Kakishiba.

Currently, the partners are working to implement the schoolyard plan through a blend of community participation and public and private funding.

- \* Healthy Eating Active Living recently awarded Garfield parent leaders and teachers a \$5,000 mini-grant to start the construction of the Sun Garden. The garden will have 10 to 16 raised beds, irrigation, paths, a tool shed, and a shaded, circular meeting structure to be used as an outdoor classroom or meeting space.
- \* The district repaved the play yard. With a Comcast grant for materials, staff, parents, students and AmeriCorp volunteers have painted basketball courts and game areas.
- \* In the summer of 2008, a private nonprofit foundation, the Stewardship Council, announced an investment of \$80,000 to implement the plan.

---

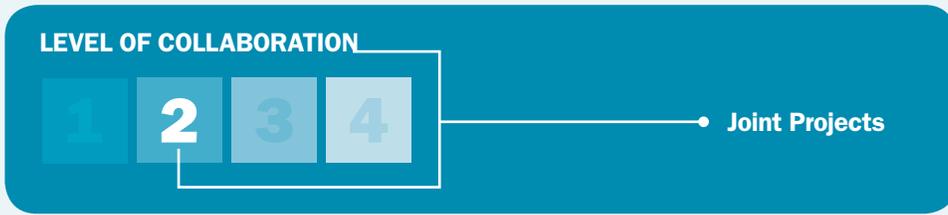
## WHAT'S NEXT?

- \* Urban Ecology has been meeting with Tim White, the district's Director of Facilities, to expand the Schoolyards Initiative from several pilot schools to district-wide. The next round for the Oakland Schoolyards Initiative will require interested schools to apply and meet a standard of readiness.
- \* In 1996, City of Oakland voters approved the Kids First! Initiative, which established a set-aside for children and youth services. Kids First! provides over \$10 million and funds after-school programs at over 70 schools. In November 2008, Oakland voters passed Measure OO, which expands the Kids First! funding and established young people as a permanent priority for the City.

---

## ADVICE FOR SCHOOL DISTRICTS

- \* "You have to crack the nut of joint use to address maintenance and safety concerns," David Kakishiba, school board member.
- \* Don't be afraid of joint use agreements. (See sample in Appendix B.)
- \* Being responsive to parental concerns builds community ownership of schools.
- \* "Establish roles and responsibilities for all parties," Katherine Melcher from Urban Ecology.



---

**FOR FURTHER INFORMATION CONTACT:**

**David Kakishiba**

Oakland School Board Member  
Executive Director, East Bay Asian Youth Center (EBAYC)  
2025 East 12th Street, Oakland, CA 94606  
415.617.0164 | junji@ebayc.org  
www.ebayc.org

**Katherine Melcher**

Community Planning Director, Urban Ecology  
582 Market Street, Suite 1020, San Francisco, CA 94104  
510.533.1092 | katherine@urbanecology.org  
www.UrbanEcology.org

## CREATING A HEALTHIER LA MESA: LA MESA-SPRING VALLEY SCHOOL DISTRICT AND THE CITY OF LA MESA

SAN DIEGO COUNTY



*"You can't talk about community wellness just within the city or just within the schools or a hospital. Everyone needs to be at the table for a seamless strategy to create community change."*

—Yvonne Garrett,  
Director Community Services, City of La Mesa

---

### WHAT

- \* Comprehensive school-city collaboration on multiple wellness projects

---

### WHERE

The La Mesa-Spring Valley School District is located in the eastern part of San Diego County and incorporates the city of La Mesa, a portion of the city of El Cajon, and the unincorporated communities of Mt. Helix, Casa de Oro, and Spring Valley. It is the 11th largest of San Diego County's 43 school districts and serves 13,391 students in grades K through 8 in 18 elementary schools and four middle schools. 21.5 percent are English language learners and 49.5 percent qualify for free and reduced-price lunch. 35 percent of the population is Caucasian, 35 percent Latino, 11 percent African American, 7 percent Asian/Pacific Islander/Filipino, 1 percent American Indian/Alaskan Native and the other 11 percent are either multi-ethnic or did not respond.

---

## WHO: THE KEY PARTNERS

- \* The City of La Mesa and La Mesa-Spring Valley School District

---

## THE STORY

The City of La Mesa and La Mesa-Spring Valley School District offices are within one block of each other, but their working relationship is built on much more than proximity. They sit on each other's committees, have joint projects and joint use agreements for fields, and participate in the San Diego countywide obesity prevention plan.

The city and school district both have wellness committees with overlapping membership. Through their collaborative work, the city passed a series of wellness programs that included:

- \* Pedestrian improvements, with a focus on areas around schools
- \* Assignment of law enforcement to serve on school district safety committees
- \* A master plan to expand park green spaces
- \* Targeted recreational programs to areas of greatest risk of obesity

This has led to a variety of programs and opportunities:

- \* Walk La Mesa program
- \* Nutrition education program at the Kids Care Fest
- \* Creation of a Youth Commission, advisor to the city council
- \* Ability to attract a grant from a joint initiative of the National League of Cities and the American Association of School Administrators

### MAKE MINE HEALTHY

Mary Ellen Shu, a community member and the library technician at La Mesa Dale Elementary School, developed "Make Mine Healthy," a whole school event where students rotate to various stations that include exercise, cooking healthy foods and reading and writing about healthy living. PTA is an active partner in this innovative activity.

This is but one example of the wellness programs that were developed in the La Mesa-Spring Valley School District as a result of the concerted, collaborative effort to create healthy schools and a healthy community.

The district's Wellness Implementation Committee consists of the district's food services director and line staff, classroom and physical education teachers, PTA representatives, a physician and a nutrition expert from the community, as well as representatives from the city. They have:

- \* Improved nutritional value of all food served on campus
- \* Embedded nutrition into classroom instruction in other subjects such as reading
- \* Improved physical education

They have succeeded in creating a paradigm shift in the district. One principal, who was pregnant, reported having a chocolate craving during Halloween. She went on a chocolate quest throughout the school to no avail. All classrooms were engaged in productive, academic activities and were eating healthy snacks.

*"Eating habits and wellness are a way of life. If you learn them when you are younger, you will retain them throughout life."*

—Bob Duff, School Board Member,  
La Mesa-Spring Valley School District

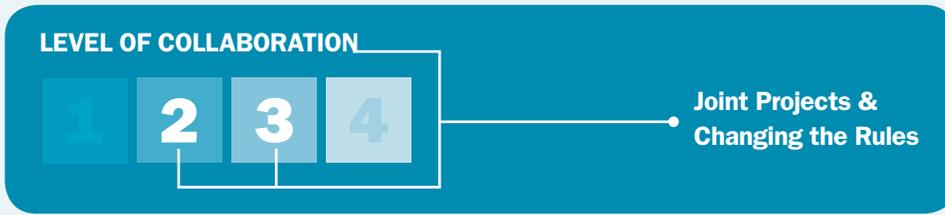
---

## ADVICE FOR SCHOOL DISTRICTS

- \* Remove barriers so that everyone can communicate and work together.
- \* Use a facilitator to help encourage honest dialogue.
- \* Seek funding to support your efforts.
- \* Allow people to grow into changes and new policies.
- \* Do not try to do everything at once, but move forward in stages. Be cognizant of your constituents' comfort levels.
- \* Engage residents of neighborhoods in the promotion of a healthier community.

*"When the PTA president buys into it and sees that you can sell gift wrap instead of cookie dough, you know that you have been successful."*

—Paula Jameson, Former Director of Learning Support  
La Mesa-Spring Valley School District



The La Mesa collaboration stands between stage 2, joint projects, and stage 3, changing the rules, as it moves from collaboration on projects to shared decision making. Their goal is to combine their two separate wellness task forces into one. This would result in changing the system. Yvonne Garrett, Director Community Services, City of La Mesa, talks of changing the rules and then the system when she talks about removing barriers and performing traditional city functions in a nontraditional way, such as using Neighborhood Watch to help promote wellness. Yet, in other regards, they continue to function at stage 1: every two years the school board and city council have joint meetings to share information.

---

#### **FOR FURTHER INFORMATION CONTACT:**

##### **Yvonne Garrett**

Director, Community Services, City of La Mesa  
Director, La Mesa Park and Recreation Foundation  
4975 Memorial Drive, La Mesa CA 91941  
619.667.1311 | ygarrett@ci.la-mesa.ca.us

##### **Cara Serban-Lawler**

Coordinator, Learning Support  
La Mesa Spring Valley School District  
619.668.5700, ext. 6421 | cara.SerbanLawler@lmsvsd.k12.ca.us

## **JULIAN PATHWAYS: A BACKCOUNTRY HEALTHY START MODEL**

SAN DIEGO COUNTY



*"The Julian Backcountry Collaborative brings together groups and individuals to promote the well-being of our community."*

Julian Pathways Mission Statement

---

### **WHAT**

- \* Addressing the needs of the whole child

---

### **WHERE**

The quaint rustic town of Julian is a small community nestled in the mountains 60 miles northeast of the city of San Diego and is an extremely popular tourist retreat throughout the year. Julian is a close-knit community consisting of many families who have lived in the area for several generations. Cattle ranching, apple farming and tourism are the main industries. Many parents commute off the mountain to work each day. The community has two school districts providing elementary and secondary education.

---

## WHO: MANY PARTNERS

Julian Pathways works with many partners to ensure access to health services for students, including:

- \* Julian Union School District, the parent organization of Julian Pathways
- \* Julian Union High School District
- \* Palomar Pomerado Health, the local public hospital district
- \* Julian Medical Foundation
- \* Health and Human Services Agency of San Diego County
- \* Julian Nutrition Program
- \* Julian United Methodist Church
- \* Mountain Manna Program
- \* North Inland Community Prevention Program, a drug education and recovery program
- \* Mental Health Services, Inc.
- \* University of California Division of Community Pediatrics
- \* Partners for Community Access provided a mentoring program for students
- \* American Cancer Society
- \* Vista Hill Foundation providing mental health services
- \* McAllister Institute providing drug rehabilitation and prevention classes
- \* Partnerships in Character Education with San Diego County Office of Education



---

## THE STORY

In the mountains of San Diego County, a small elementary school district took on the responsibility of addressing the health needs of its children and community. There is no city government with which to collaborate. So the school district took the lead.



*Pediatrician teaching at Julian Middle School*

Having clearly defined goals and priorities enabled the district and its partners to identify appropriate funding sources. Grant funding included a Healthy Cities and Communities Implementation Grant of \$50,000, a Healthy Start Planning Grant of \$50,000 and a California Healthy Start Grant for \$400,000.

Their efforts enabled them to bring mental health services to their students through Vista Hill Foundation, recruit a doctor to the community, create a nutrition program that provides lunches to district students and senior citizens and create an after-school program. Their partnership with the University of California, San Diego has enabled them to bring pediatric residents to their town for consultation and to teach wellness classes to students and parents. As new needs are identified, solutions and resources are continually identified.

Now, as the collaborative looks toward partnering with the County of San Diego to address healthy eating and active living, the structure and the players are in place to do the work. An effective collaborative enables a community to address a multitude of issues successfully.

*"At Julian Elementary School, we are concerned with the whole child, not just academic achievement. Through 'Pathways,' we address the physical and emotional needs of children as well."*

Joy Booth, School Board Member,  
Julian Elementary School District

---

## ADVICE FOR SCHOOL DISTRICTS

- \* Establish the trust and confidence of the community, parents and students.
- \* Access adequate funding.
- \* Strong school board support is crucial.
- \* Continual needs assessment and planning are essential.
- \* Hire an outside evaluator to determine the success of all programs.
- \* Visioning and collaborative retreats are important.
- \* Hire a full-time person to focus on the collaborative.
- \* “Just do it! We need to address the whole child.” Susi Jones, executive director, Julian Pathways.

### LEVEL OF COLLABORATION



• Changing the Rules

---

## FOR FURTHER INFORMATION CONTACT:

### Susi Jones

Executive Director, Julian Pathways  
760.765.2228 | Julianhs@sdcoe.net

**HEALTHY SHASTA:  
NEW MILLENNIUM HEALTH AND FITNESS COUNCIL  
NORTHERN CALIFORNIA**

SHASTA COUNTY



*In Shasta County, there are many people and agencies taking leadership for healthy eating and active living. This case study looks at two of these efforts: Healthy Shasta and the Health and Fitness Council.*

---

**WHAT**

- \* Countywide effort building public awareness and culture of active living and good nutrition
- \* Multidistrict task force sharing resources across districts

---

**WHERE**

Located in the heart of Northern California, Shasta County extends from the northern Sacramento Valley to the Oregon border, covering 3,850 square miles, 40 percent held by federal and state government, and a population of 178,300. The county has a total population of less than 170,000 and only three incorporated cities. Twenty-seven public school districts administer a total of 43 elementary schools, 10 junior high schools and eight high schools.

---

## WHO: MANY PARTNERS

- \* **Healthy Shasta** is a countywide collaborative that has undertaken multiple campaigns.
- \* **Healthy Eating Active Communities collaborative** includes the Anderson Partnership for Healthy Children, Shasta County Public Health and the five school districts of southern Shasta County. They have focused on implementation of school nutrition standards and are working to gain more parks and trails for physical activity. South Shasta is one of six communities funded through The California Endowment's four-year, \$26 million statewide childhood obesity prevention program.
- \* **Redding School District and the Shasta County Health Department** initiated their partnership with a memorandum of understanding that included out-stationing a community education specialist. While the coordinator for community physical activity is no longer in place, there is now a district-wide school health council.
- \* **McConnell Foundation** funded the Parks, Trails, and Open Space plan and has just launched a healthy students initiative with the YMCA.
- \* **Mercy Hospital** provided the planning and start-up funds to form Healthy Shasta.
- \* **New Millennium Partnership** includes three smaller districts—Shasta Elementary School District, Igo-Ono Platina School District, and French Gulch-Whiskeytown School District—with administrative support from the Redding School District. Its Health and Fitness Council involves representatives from the districts, Shasta County Public Health and the local university in countywide activity around nutrition and fitness goals.
- \* **Shasta County Office of Education** and the health department created a health education collaborative to support smaller districts through monthly nutrition and physical activity forums and assisted in the development of local wellness policies.
- \* **Shasta County Public Health Department** works with Healthy Shasta and school districts to expand physical activity opportunities and increased consumption of fruits and vegetables. The department advocates for changes in the built environment that promote access to physical activity opportunities and policies that encourage schools and communities to offer more healthy food and beverage choices.

- \* **Shasta County Supervisors** approved and authorized an agreement to prepare a plan for community parks, multi-use trails, bikeways and open space within the unincorporated areas of Shasta County.
- \* **YMCA** recruited local community leaders and youth to measure access to healthy choices with the national YMCA Activate America assessment tool.

---

## THE STORY

### Healthy Shasta

One cannot talk about efforts within any one school district without soon linking to the work of Healthy Shasta. Healthy Shasta is the result of strategic planning on how to engage organizations and families to commit to action. Mercy Hospital initially invested in strategic planning, and the investment has mushroomed into numerous successful campaigns.

Walk the Talk Campaign asks organizations to join the movement by making a pledge to “make the healthy choice the easy choice.” Interested organizations are trained to examine their spheres of influence: facilities, food services, employee health incentives, and transportation options. Program staff offer samples including nutritional guidelines and policies, how to promote the use of stairs, how to provide secure bike racks, and providing price incentives for the healthy choice. Here are some of the partners’ unique strategies:

- \* **YMCA** is utilizing the “Activate America” health environment assessment tool.
- \* **City of Redding** is increasing bikeability and has offered a summer open gym for free drop-in use.
- \* **Shasta County Supervisors** have made personal commitments as role models (from losing weight to swimming competitive races), supported employee programs (walking teams, competition for miles walked) and supported the public health department’s leadership role.
- \* **First 5** is improving food served at all funded events.
- \* **Mercy Medical** has created employee activity opportunities.
- \* **A Media Campaign** targeting parents of children under age 18 was launched to promote eating more fruits and vegetables and getting daily exercise to improve health and reduce the risk of chronic disease.

- \* **Action Hero Campaign** publicly recognizes individuals and organizations making healthy choices for self and others.
- \* **Walk this Way to Turtle Bay** was a community festival that attracted 5,000 participants to a health fair in a large public park. It included a fun walk, health screenings, cooking demonstrations, children’s physical activity and nutrition activities.

### **New Millennium Health and Fitness Council**

How does all this countywide activity intersect with schools? Dr. David Alexander is both the principal of Bonny View Elementary School and the chair of a multidistrict Health and Fitness Council. The Redding School District provides administrative support for three smaller districts: Shasta Elementary, Igo-Ono Platina, and French Gulch-Whiskeytown School Districts. The Health and Fitness Council includes administrators, teachers, nutritional services directors, operations and maintenance directors, school board members, representatives from Shasta County Public Health and the local university. This collaboration was forged out of the Millennium Partnership’s strategic planning process which identified health and fitness as a priority, before the federal requirement of wellness policies. It has evolved into agreement on four shared goals, shared program development, and shared resources. The council links and promotes countywide activity. Despite all the foundation investments in the county, the millennium partners still struggle to secure staff time and resources to implement their goals.

#### **Goal 1: Physical and Health Education**

Accomplishments include:

- \* Researching and recommending physical and health education curriculum and programs
- \* Providing trainings and developing a management plan for SPARK (regular and after-school programs) and health and fitness education
- \* Collecting and distributing resource materials via e-mail and hard copy to every school
- \* Exploring how to sustain a coordinator for programs
- \* Linking nutrition education and food services with student cooking lessons, student gardens, student-created menus, and cafeteria promotions like “vegetable of the week”

## Goal 2: Health services and life long fitness for students, families, and employees

Accomplishments include:

- \* Through partnership with California Project LEAN, offering nutrition Olympics and classroom nutrition lessons
- \* Creating a resource directory for connecting families to existing health and fitness services
- \* Linking school Web site to Healthy Shasta Web site and local resources
- \* Collaborating with local agencies on a student health fair
- \* Conducting professional development for staff through community partnerships to strengthen awareness (collaboration with Shasta Community Health Center)
- \* Accessing reimbursements for MediCal Administrative Activities funds to support health updates
- \* Holding athletic and physical fitness events
- \* Exploring events and grants that support health and fitness

## Goal 3: Long range facility and maintenance plan in support of health and fitness

- \* Maintaining physical education and playground equipment
- \* Procuring water dispensing machines to refill personal water bottles
- \* Creating walking tracks at all schools and jogging paths, with support of Mercy Hospital, the city, and local gaming tribe
- \* Researching grant funding to support playground equipment and fitness trails

## Goal 4: Wellness Policy that expands nutrition and physical education policy

- \* Continuing to implement, evaluate and refine wellness policies that expand health and fitness
- \* Continuing to work on communicating aspects of the wellness policy with the Health and Fitness Updates, Web sites, and other communication channels

All school partners in the Health and Fitness Council receive an implementation toolkit that includes the district wellness policy, health and nutrition resources, healthy school parties and class party ideas, fundraising alternatives and more. The toolkit is supplemented monthly with updates in electronic and hard copy that include resources provided by the Shasta County Office of Education.

The greatest challenge to the Health and Fitness Council is a lack of resources for staff, improved and well-maintained facilities, and health services. But despite the limitation of resources, Dr. Alexander believes what is prioritized happens, and he continues to see progress.

---

### ADVICE FOR SCHOOL DISTRICTS

- \* Partner with public health and local, state and national health foundations.
- \* Link your efforts with a broad-based coalition.
- \* Hand pick your leadership team.
- \* Seek funding for planning and hiring of staff.
- \* Participate in larger initiatives (for example, efforts by the YMCA, Robert Wood Johnson Foundation, California Department of Education, etc.)
- \* Leverage membership organizations by requiring organizational commitments.
- \* Identify champions to share their approaches with their colleagues.
- \* Continue to clarify leadership, committee and membership roles.

#### LEVEL OF COLLABORATION



---

**FOR FURTHER INFORMATION CONTACT:**

**Terri Fields Hosler**

Deputy Director, Shasta Public Health  
Health and Human Services Agency  
2650 Breslauer Way, Redding, CA 96001-4246  
530.225.5594

**David Alexander, Ed.D.**

Principal, Bonny View Elementary School  
Redding School District/ The New Millennium Partnership  
530.225.0030 | dalexander@rsdnmp.org  
<http://bonnyview.echalk.com>

## HEALTHY CHINO COALITION

SAN DIEGO COUNTY



*"We rely on our community groups. Schools cannot do this alone. They have to work with community resources to bring health and wellness into the schools."*

—Laurel Mullally, Director of Health Services and Child Development,  
Chino Valley USD

---

### WHAT

- \* Transforming a community through systems change

---

### WHERE

The Chino Valley School District is in the Inland Empire region of San Bernardino County that experienced tremendous growth in the early 2000s. It encompasses the cities of Chino, Chino Hills and Ontario. Forty-nine languages are spoken in the district, 28 percent of the students are on free and reduced-price lunch and 12.4 percent are English language learners. Half the students are Latino, 30 percent Caucasian, 10 percent Asian, 4.6 percent African-American, 3 percent American Indian/Alaskan, and 0.4 percent Pacific Islander.

---

## WHO: THE KEY PARTNERS

Healthy Chino Coalition has many partners, including the City of Chino, Chino Valley Unified School District, YMCA, County Public Health and business leaders.

---

## THE STORY



Ten years ago, city and community leaders began talking about how they could improve the health of Chino residents through physical activity, nutrition and environmental enhancement. With assistance of a planning grant from Healthy Cities and Healthy Communities and investments from local housing developer Randal Lewis of the Lewis Group, the Healthy Chino Coalition undertook a community needs assessment and

planning process. The plan established an organizational structure and addressed four strategies:

- \* Safe and walkable neighborhoods, with trails, pedestrian connections from parks to homes, schools and sidewalks
- \* Fitness promotion through corporate-sponsored events and discounts
- \* School nutrition
- \* Public awareness

When it was time for the district to develop a wellness plan, it naturally included Healthy Chino Coalition as a partner and worked with the council for implementation. Jointly they sought grants.

Some accomplishments include:

- \* The collaborative established a comprehensive school readiness initiative (Training Young Kids for Early Success) that includes five school-based family resource centers that include obesity and diabetes screening in their services. (See box.)

### **TYKES**

Training Young Kids for Early Success is an example of a highly successful project that the collaborative has sponsored. Another partner in this venture is Chino Valley Medical Center, a local hospital. This program provides an extensive array of services to children, ages 0-5, including wellness, nutrition, fitness, literacy and school readiness.

Nurse practitioners have identified approximately 300 overweight children through this project. Six resource centers are involved; five are school based and one is based in a clinic funded by Chino Valley Medical Center and located in a city park.

Project caseworkers are city officials who are paid and trained by the school district. This innovative approach has reduced the cost of the project. First 5 has contributed \$2 million to this project over four years.

- \* The YMCA expanded nutrition education and fitness programming in its after-school program at Liberty Elementary School with a \$10,000 grant.
- \* The district hired five physical education teachers through a grant.
- \* The district piloted nutrition education at three schools through another grant. Projects at the pilot schools included nutrition day, a walking club and the purchase of new physical education equipment for the sixth grade.
- \* Walking clubs have also been supported by the PTA, a local insurance company and local hospitals.
- \* Over 2,000 pedometers have been distributed through the schools.

By working together, Healthy Chino Collaborative has attracted over \$15 million in grants from various sources including its After-School Education and Safety grant from the California Department of Education, Mental Health Services Act funds, First 5 San Bernardino and foundations. The collaborative's reach is beyond childhood obesity prevention. It has built a teen center, developed after-school programs and assisted homeless youth. Additionally, the City of Chino has paid for counseling services within both the community and area schools.

*“We all know that we feel better, think better and perform better when we are healthy. And to be successful in promoting the wellness of our students, we must work together as a community.”*

—Michael Calta, School Board Member, Chino Valley Unified School District

---

## **ADVICE FOR SCHOOL DISTRICTS**

- \* Be inclusive.
- \* Develop a belief in working collaboratively on all programs.
- \* Do not treat education as a separate entity from community goals. Retain key connections and open lines of communication with community partners.
- \* Ensure that communication reaches all levels of staff.
- \* Finance the work; take the time to write grants.
- \* Address the whole child and your students will be more successful.
- \* Look at whom you are serving—look at the big picture.
- \* Build a culture of collaboration, not competition, and provide for the education and enculturation of new staff members.
- \* Break down barriers.

## LEVEL OF COLLABORATION



Systems Change

---

### FOR FURTHER INFORMATION CONTACT:

#### Linda Reich

Deputy Director of Community Services  
City of Chino  
909.591.9832 | [lreich@cityofchino.org](mailto:lreich@cityofchino.org)

#### Laurel Mullally

Director of Health Services and Child Development  
Chino Valley Unified School District  
909.628.1201, ext. 6780 | [Laurel\\_Mullally@chino.k12.ca.us](mailto:Laurel_Mullally@chino.k12.ca.us)



## SUMMARY

Checklist for Starting a Collaborative

77

## 6 SUMMARY: CHECKLIST FOR STARTING A COLLABORATIVE

This work is about children and their future. There is a strong link between a children’s health, nutrition, and physical activity and their engagement, learning and achievement in school. Children spend a significant amount of time at school or school-related activities, sometimes it being the most consistent institution touching their daily lives. Therefore, schools are a vital part of the solution.

School boards are public officials elected to represent the needs of students in the community. This involves setting a direction for the district, establishing a structure for action, providing support for implementation, holding the system accountable and providing leadership in the community. Thus, the board is in a powerful and unique position to encourage and facilitate policies, programs and practices that enhance student health.

However, schools alone cannot meet all the nutrition, physical activity-related and other health needs of students. This guide, *Building Healthy Communities: A School Leaders’ Guide to Collaboration and Community Engagement*, was developed to help school leaders take leadership roles with community partners to find collaborative solutions to meeting the health, nutrition and physical activity needs of students and to build healthy communities.

---

### CHECKLIST

Collaboration is a process and building it takes time and planning. The checklist below is a brief overview of the process of building and sustaining a successful collaboration. The checklist can be used as a guide throughout the process and for periodic review when new efforts are undertaken.

---

## **STEP 1: SETTING THE STAGE AND CREATING THE VISION**

The initial phase of creating a local collaborative is laying the foundation for working together. It takes careful planning and a commitment to thinking and acting in new ways.

### **Initiating the Process**

- The reason for the collaborative is identified.
- An inclusive planning team and structure have been formed.
- The right players are included.
- People with the authority to make decisions and commit the organization are part of the planning team.
- Representatives from each of the three jurisdictions (cities, counties, schools) are on the team.
- A formal planning process is established.
- Plans for getting to know the partners are in place.
- Priorities of the community have been identified.
- Each partnering organization has done the internal preparatory work to help ensure the success of the collaboration.
- Members of the governing body, executive leadership and key staff who will need to be part of implementation are informed.
- Allies within each organization are identified.
- Each partnering entity is clear about what it is they are committing to by working together.
- Partners define the shared issues or problems.

- ❑ Partners agree that collaboration is the strategy to best address the issues or problems.
- ❑ The capacity of each participating organization has been assessed.
- ❑ Leadership (individual or group) responsible for guiding the process has been determined.
- ❑ The role and responsibilities of each partner have been established.
- ❑ An agreed upon decision-making process is in place.
- ❑ A planning method, process and timeline are determined.

### **Creating a Vision, Guiding Principles and Common Values**

- ❑ Common definitions of terms are identified; common values are shared and understood.
- ❑ A vision statement is developed, aligned with the priorities of the community.
- ❑ Simple and direct guiding principles are created.
- ❑ Broad, measurable goals are established.

### **Determining Priorities and Outcomes**

- ❑ A community assessment is conducted to identify existing assets and needs, concerns and priority areas to address.
- ❑ Priorities are established.
- ❑ Desired outcomes are determined.
- ❑ The changes necessary to achieve the goals and outcomes are clearly identified.

---

## **STEP 2: DESIGNING THE ESSENTIAL BUILDING BLOCKS**

The implementation plan includes the following elements:

- ❑ Clearly stated vision and prioritized goals
- ❑ Specific strategies for achieving each goal
- ❑ Specific measures to assess progress toward each goal
- ❑ Action steps for achieving identified outcomes
- ❑ Clearly identified responsibilities—overall for the plan as well as specific responsibilities
- ❑ A timeline for each goal and for the entire effort

---

## **STEP 3: IMPLEMENTING THE STRATEGIES**

Once the relationships are established and the foundational documents and agreements are in place, the partnership can begin to work on joint efforts. It is best to start with something that is a high priority for all of the partners. As the collaborative becomes more experienced, the number of things that can be jointly tackled will expand and the processes for jointly finding solutions will become second nature.

### **Transitioning from planning to implementation**

- ❑ A leadership group continues to meet on a regular basis to guide the effort and keep the vision and history alive.
- ❑ New members to the leadership team are mentored by at least two existing members.
- ❑ Funds are sought from outside or identified within the partner organizations.
- ❑ Partners confirm the contributions they are making to the effort in terms of funds, staff, facilities, supplies or other in-kind resources.
- ❑ Differences in organizational perspectives, resources and limitations to address the agreed upon issue are discussed and made explicit.

- ❑ Logistics of operation are reviewed and adapted as needed—with consultation from those managing and implementing the effort.
- ❑ Staff are co-trained and supported in understanding both the unique contributions each makes and the common approaches that can be taken.
- ❑ Adjust the plan as needed as the effort moves forward.

---

## **STEP 4: SUSTAINING AND CONTINUING THE COLLABORATION**

A successful first project or effort often leads to the desire to work together on other efforts. If the partnership wants to sustain itself, specific tasks need to be undertaken.

### **Ongoing Development**

- ❑ Ongoing evaluation of outcomes is key to success.
- ❑ Leadership periodically revisits the vision, mission and history of the group .
- ❑ New partners are brought into the effort as needs or as circumstances change and a process is put in place to orient new partners.
- ❑ Contributions of partners are reviewed and revised to fit the changing situation.
- ❑ The effort/joint project is revised to ensure that it is addressing the current needs .
- ❑ Information about the success of the effort is collected, publicized and celebrated .
- ❑ New projects undergo thorough planning using the same process as outlined in Steps 1-3.

### Necessary Attitudes for Success

It takes a certain mindset or set of attitudes for collaborative efforts to succeed. Over time, successful collaborations have found that taking a stance of “we” versus “me” is helpful. Keeping an open mind, setting aside past history, and creating new traditions are useful in creating the environment in which collaboration can grow. Following are a list of attitudes that are present in locations where collaboration is successful.

- ❑ Trust
- ❑ Mutual respect for skills and knowledge
- ❑ Established and respected roles for parents, youth, community members and other partners
- ❑ Willingness to compromise when necessary
- ❑ Commitment to disagree with respect
- ❑ Absence of labeling and blame
- ❑ Understanding of differing organizational cultures, mandates and restrictions
- ❑ Honoring the resources and contributions each partner brings
- ❑ Accessibility and responsiveness
- ❑ Mutual sharing of both success and failure



**RESOURCES**

# 7 RESOURCES

**Action for Healthy Kids** engages diverse organizations, leaders and volunteers in actions that foster sound nutrition and good physical activity in children, youth and schools. Through support of 50 state teams, AFHK provides resources for after-school, parent involvement and local wellness policy development and monitoring.

[www.actionforhealthykids.org](http://www.actionforhealthykids.org)

**Active Living by Design** provides expertise on promoting routine physical activity and healthy eating through changes in community design. It provides the principles of active living broken into 10 topic areas, each including an overview, fact sheet, tools, recommended organizations, and publications to assist communities in their efforts. Active Living by Design is a national program of the Robert Wood Johnson Foundation.

[www.ActiveLivingByDesign.org](http://www.ActiveLivingByDesign.org)

**Active Living Research** supports research to identify environmental factors and policies that affect physical activity. It offers a searchable resource database that houses grant abstracts, publication summaries, and tools searchable by topic, study population, resource type, or date.

[www.ActiveLivingResearch.org](http://www.ActiveLivingResearch.org)

**Alliance for a Healthier Generation** aims to reduce the nationwide prevalence of childhood obesity by 2015 and to empower kids nationwide to make healthy lifestyle choices.

[www.healthiergeneration.org](http://www.healthiergeneration.org)

**America Walks** is a national coalition of local advocacy groups dedicated to promoting walkable communities. Its members are autonomous grassroots organizations from across the country, each working to improve conditions for walking in their area. They offer free coaching to communities.

[www.americawalks.org](http://www.americawalks.org)

**The American Council for Fitness and Nutrition** brings together food and beverage companies, associations, and health and nutrition advocates to develop solutions to the obesity epidemic.

[www.ACFN.org](http://www.ACFN.org)

**American Heart Association** sponsors programs for child nutrition and physical activity, including the *Jump Rope for Heart Coordinator's Guide* and Hoops for Heart Program. It trains volunteers and provides skill cards, videos and educational kits to participating schools.

[www.americanheart.org](http://www.americanheart.org)

**BIKESAFE** provides the latest information available for improving the safety and mobility of bicyclists. The resources and tools on the site offer policy, planning and design strategies and examples for promoting and improving bike access and safety in communities.

[www.bicyclinginfo.org](http://www.bicyclinginfo.org)

**California Adolescent Nutrition and Fitness Program** builds communities' abilities to improve the nutrition and physical activity status of low-income African American, American Indian, Latino, Asian American, and Pacific Islander youth ages 10 to 14. CANFit offers program materials and resources available to be downloaded from its Web site for use in the community.

[www.canfit.org](http://www.canfit.org)

**California Bicycle Coalition** provides information on state policy and regional bicycle organizations.

[www.calbike.org](http://www.calbike.org)

**The California Center for Public Health Advocacy** raises awareness about health issues and advocates for the establishment of effective health policy. CCPHA focuses primarily on physical education in public schools, community access to nutritious food, and implementation of nutrition standards in public schools. Its Web site contains policy reports on health concerns affecting communities, research and reports on relevant community health issues, and information on CCPHA-sponsored legislation.

[www.PublicHealthAdvocacy.org](http://www.PublicHealthAdvocacy.org)

## California Department of Education Programs | [www.cde.ca.gov/LS/nu](http://www.cde.ca.gov/LS/nu)

- \* **Fresh Fruits and Vegetables Program** will grant funds to school sites to provide students with a variety of free fresh fruit and vegetable snacks throughout the school day as a supplement to (and not part of) the school breakfast and school lunch programs, and to teach students about good nutrition. The FFVP encourages schools to partner with other entities in the community to support their efforts.

[www.cde.ca.gov/fg/fo/r9/ffvp08rfa.asp](http://www.cde.ca.gov/fg/fo/r9/ffvp08rfa.asp)

- \* **Harvest of the Month Program** offers free K-12 classroom materials including teacher and parent newsletters in English and in Spanish.

[www.harvestofthemonth.com](http://www.harvestofthemonth.com)

- \* **School nutrition programs** administered by the California Department of Education include the federally funded National School Lunch and Breakfast Programs, Special Milk Program and Seamless Summer Feeding Option. These programs assist districts in providing nutritious meals to children at reasonable prices, or free of charge to eligible students.

## California Department of Public Health

- \* **California Obesity Prevention Plan** seeks to reduce the rates of obesity in California by addressing the social, technical and environmental factors that encourage the prevalence of obesity. It provides data, guidelines, policies, surveys, and resources relating to obesity.

[www.cdph.ca.gov/programs/Pages/COPP.aspx](http://www.cdph.ca.gov/programs/Pages/COPP.aspx)

- \* **Network for a Healthy California** operates a variety of social marketing campaigns and programs designed to increase fruit and vegetable consumption and physical activity levels among low-income families. The campaigns and programs include the Children's Power Play! Campaign, Latino Campaign, African American Campaign, Retail Program, and Worksite Program.

[www.cdph.ca.gov/programs/cpns/Pages/default.aspx](http://www.cdph.ca.gov/programs/cpns/Pages/default.aspx)

- \* **Regional Networks** are funded in 11 regions to provide services to all California counties. The Regional Networks provide training, coordination and communications support.

[www.cdph.ca.gov/programs/cpns/Pages/RegionalNetworks.aspx](http://www.cdph.ca.gov/programs/cpns/Pages/RegionalNetworks.aspx)

**California Department of Transportation** provides support and local assistance with Safe Routes to School programs.

[www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm](http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm)

**California Project LEAN (Leaders Encouraging Activity and Nutrition)**

empowers youth, develops community-based solutions, and creates strategies to promote policy and environmental change around healthier people and places. Its resources include information on improving school nutrition and physical activity policies, information on soda in schools, resources specifically for teens, resources in Spanish, lesson plans, fact sheets, and published articles including the *Parents In Action* guide.

[www.californiaprojectlean.org](http://www.californiaprojectlean.org)

**California School Boards Association** is a collaborative group of virtually all of California's more than 1,000 school districts and county offices of education. CSBA supports school board members, superintendents and senior staff in their complex task of leadership. It offers sample district policies, policy briefs, advisories, fact sheets and other resources on educational issues, including numerous resources related to student wellness.

[www.csba.org](http://www.csba.org) and [www.csba.org/wellness.aspx](http://www.csba.org/wellness.aspx)

\* **School Wellness Policy Development, Implementation and Evaluation**

reports the findings of a national research study of perceptions, barriers and opportunities regarding the implementation of a local school wellness policy.

\* **Student Wellness: A Healthy Food and Physical Activity Policy Resource**

**Guide** provides school governance leaders with a step-by-step approach to enhance the school environment so students can develop and practice healthy eating and physical activity habits.

\* **Monitoring for Success: Student Wellness Policy Implementation Monitoring Guide and Report**

assists districts in implementing, monitoring, evaluating and improving their school wellness policy.

**California State Association of Counties** represents county government before the California Legislature, administrative agencies and the federal government. CSAC places a high emphasis on the need to educate the public on the value and need for county programs and services. As the administrators of state programs related to health and wellness, CSAC and the 58 counties are vital partners in creating healthy communities.

[www.csac.counties.org](http://www.csac.counties.org)

**California Walks** is a coalition of nonprofit pedestrian advocacy groups promoting walkable communities for all people throughout California.

[www.californiawalks.org](http://www.californiawalks.org)

**Call to Action, San Diego County Childhood Obesity Action Plan** is a comprehensive countywide blueprint.

[www.ccwsd.org/documents/obesity\\_action\\_plan.pdf](http://www.ccwsd.org/documents/obesity_action_plan.pdf)

**The Center for Civic Partnerships** directs the California Healthy Cities and Communities Network. Its Web site is host to a wide array of resources, tips, tools, and publications that relate to community health, including *Around the Table: Community Partnerships for Healthier Eating*, *Cross-Sector Dialogue on the Impact of Housing/Land Use and Mobility on Physical Activity and Older Adults*, and *Fresh Ideas for Community Nutrition and Physical Activity*.

[www.civicpartnerships.org](http://www.civicpartnerships.org)

**The Center for Collaborative Solutions' Healthy Behaviors Initiative** works with after-school programs to support improved nutrition, physical activity and food security practices. Its *Developing Exemplary Practices in Nutrition, Physical Activity and Food Security in After School Programs* guide can be downloaded from its Web site.

[www.afterschoolsolutions.org](http://www.afterschoolsolutions.org)

**The Center for Health Improvement** is dedicated to improving population health and encouraging healthy behaviors through policy. Areas of expertise include nutrition and physical activity and worksite wellness.

[www.CenterForHealthImprovement.org](http://www.CenterForHealthImprovement.org)

**The Center for Physical Activity** creates opportunities for the promotion of physical activity for all ages, with an emphasis on the importance of “walkable” and “bikeable” communities. Projects include the California Active Aging Network, California Walk to School Headquarters, Healthy Transportation Network, Home Zones, Local Public Health and the Built Environment, Safe Routes for Kids, and Walkable Community Workshops.

[www.CAPhysicalActivity.org](http://www.CAPhysicalActivity.org)

**Centers for Disease Control and Prevention** hosts a Web site and offers the Explore the World with Fruits and Vegetables campaign: fun ideas for nutrition and education professionals to encourage schoolchildren and their parents to eat more fruits and vegetables by exploring new tastes provided by cuisines from around the world.

[www.fruitandveggiesmatter.gov](http://www.fruitandveggiesmatter.gov)

**Champions for Change Network for a Healthy California** offers recipes and tips for the kitchen, tips to be more physically active at work, school, and in neighborhoods, and support resources to assist in the transition to a healthier lifestyle.

[www.CAChampionsforChange.net](http://www.CAChampionsforChange.net)

**Cities Counties Schools Partnership** supports the development of policies that promote the creation and preservation of communities through collaborative efforts on the local level. The partnership's work in the area of health focuses on education, recognition of successful examples and advancing public policies that address healthy communities. *Healthy Children, Healthy Communities: An Action Guide for California Communities* is just one of the useful resources posted on its Web site.

[www.ccspartnership.org](http://www.ccspartnership.org)

**Dairy Council of California** offers resources for teachers, including alignment to state standards, a teacher blog, and classroom and after-school curriculum and has a program to bring a live cow to school assemblies.

[www.dairycouncilofca.org](http://www.dairycouncilofca.org)

**Fall Prevention Center of Excellence** is a resource center of best practices in fall prevention and also helps communities offer fall prevention programs to older people who are at risk of falling.

[www.stopfalls.org](http://www.stopfalls.org)

**The Future of Children** translates research into policy by providing resources to promote effective programs and policies for children. Its Web site contains journal articles and policy briefs on topics including childhood obesity and health insurance for children.

[www.futureofchildren.org](http://www.futureofchildren.org)

**HEAL California Cities Campaign** is promoting city policies for healthy eating and active living. It is a project of the California Center for Public Health Advocacy, the Cities Counties Schools Partnership and the League of California Cities.

[www.publichealthadvocacy.org](http://www.publichealthadvocacy.org), [www.ccspartnership.org](http://www.ccspartnership.org)

**Healthy Eating, Active Communities** is a four-year, \$26 million program sponsored by The California Endowment. It aims to fight the growing childhood obesity epidemic in California and to develop state policy changes that will reduce the risk factors for diabetes and obesity. The program shares the lessons learned from target communities in the "Roadmap to Improving Food and Physical Activity Environments: Tips and Tools from the Healthy Eating, Active Communities Program." The program has specific recommendations for schools and after-school programs.

[www.healthyeatingactivecommunities.org](http://www.healthyeatingactivecommunities.org)

**The Healthy States Initiative** is a partnership of the Council of State Governments, the National Black Caucus of State Legislators and the National Hispanic Caucus of State Legislators. The Web site offers policy briefs and talking points for state legislators on pertinent public health topics. One highlighted resource is *The Childhood Obesity Tool Kit*, which contains resources, data, trends and examples of solutions being implemented or considered across the country.

[www.healthystates.csg.org](http://www.healthystates.csg.org)

**The Healthy Transportation Network** works with local communities to create environments that are walkable, bicycle-friendly and safe. The site offers resources on walking and biking safely, the benefits of walking and biking, and creating safer community designs that support biking and walking.

[www.healthytransportation.net](http://www.healthytransportation.net)

**The Institute for Local Government** promotes well-informed, ethical, inclusive, effective and responsive local government in California through innovative resources, tools and programs. It is the nonprofit research affiliate of the League of California Cities and the California State Association of Counties. The ILG houses the Center for Healthy Communities (see “League of California Cities”), and implements the Communities for Healthy Kids Initiative that works with cities and school districts to enroll children in state and federally funded health care programs. Additionally, a newly published conflict resolution guide, *Alternative Dispute Resolution: Navigating Special Legal Issues in Public Agency Disputes*, is available on its Web site.

[www.ca-ilg.org](http://www.ca-ilg.org)

**Leadership for Healthy Communities** is a national initiative to advance policy that supports active living and healthy eating with an emphasis on advocacy for children at high risk for obesity. Specific resource areas include Community Design and Health and Nutrition with resources in the form of articles, policy briefs, reports and guides, tools, and helpful links.

[www.leadershipforhealthycommunities.org](http://www.leadershipforhealthycommunities.org)

**League of California Cities** is an association of city officials who work together to enhance their knowledge and skills, exchange information and combine resources so that they may influence policy decisions that affect cities. In 2006 the League adopted a resolution to encourage health and wellness in cities. The Healthy Communities Resource Center contains numerous reports, guides and other supports for creating healthy communities. The center is housed at the Institute for Local Government, a League affiliate. It can be accessed through the League’s Web site.

[www.cacities.org](http://www.cacities.org)

**The Local Government Commission** is a nonprofit, nonpartisan, membership organization that provides inspiration, technical assistance, and networking to local elected officials and other dedicated community leaders who are working to create healthy, walkable, and resource-efficient communities.

[www.lgc.org](http://www.lgc.org)

**The National Center for Bicycling & Walking** is a program of the Bicycle Federation of America, Inc., a national nonprofit corporation established to create bicycle-friendly and walkable communities.

[www.bikewalk.org](http://www.bikewalk.org)

**The National Center for Safe Routes to School** assists communities in developing successful Safe Routes to School strategies. The center provides resources on engagement, marketing, engineering, education, training, program development, evaluation and enforcement.

[www.saferoutesinfo.org](http://www.saferoutesinfo.org)

**The National Policy and Legal Analysis Network to Prevent Childhood Obesity** provides leaders in the childhood obesity prevention field with focused legal research, model policies, fact sheets, toolkits, training and technical assistance to explain legal issues related to public health.

[www.nplanonline.org](http://www.nplanonline.org)

**Partnership for the Public's Health** forges partnerships among communities, public health departments and other private and public entities to help build their capacity to make environmental and institutional change happen in communities where health inequities are prevalent.

[www.partnershipph.org](http://www.partnershipph.org)

**Peaceful Playgrounds** is a program to introduce children and school staff to the many choices of activities available on playgrounds and field areas.

[www.peacefulplaygrounds.com](http://www.peacefulplaygrounds.com)

**The Pedestrian and Bicycle Information Center** is a national clearinghouse of information about health and safety, engineering, advocacy, education, enforcement, access, and mobility for pedestrians (including transit users) and bicyclists.

[www.walkinginfo.org](http://www.walkinginfo.org)

**Planning for Healthy Places**, a project of Public Health Law and Policy, works to engage public health advocates in the land use decision-making process throughout California. It develops tools for training advocates in the relationship between the built environment and public health, and provides technical assistance for creating and implementing land use policies that support healthier communities.

[www.HealthyPlanning.org](http://www.HealthyPlanning.org)

**Prevention Institute** is a nonprofit national center dedicated to improving community health and well-being by building momentum for effective primary prevention. Primary prevention means taking action to build resilience and to prevent problems before they occur.

[www.preventioninstitute.org/nutrition.html](http://www.preventioninstitute.org/nutrition.html)

**Produce for Better Health Foundation** partners with the Produce Marketing Association and Scholastic in School Marketing (division of Scholastic Inc.) on a four-year program to target grades 3 and 4 teachers, kids and parents. It also hosts a Web site with nutrition ideas.

[www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)

**The Public Health Institute** promotes health, well-being and quality of life for all people through research and evaluation, training and technical assistance and by building community partnerships.

[www.phi.org](http://www.phi.org)

**Public Health Law and Policy** partners with advocates and decision-makers to help create healthier communities.

[www.phlaw.org](http://www.phlaw.org)

**Rails-to-Trails Conservancy** is a nonprofit organization working with communities to preserve unused rail corridors by transforming them into trails, enhancing the health of America's environment, economy, neighborhoods and people.

[www.railtrails.org](http://www.railtrails.org)

**The Safe Routes to School National Partnership** is a network of more than 350 nonprofit organizations, government agencies, schools, and professionals working together to advance the Safe Routes to School movement in the United States.

[www.saferoutespartnership.org](http://www.saferoutespartnership.org)

**SHAPE California** is a network of over 90 school districts working together to improve the health and academic success of California children under the leadership of the California Department of Education. Working as a team, child nutrition staff, teachers, school administrators, families and the community work to provide a consistent nutrition message in child nutrition programs, classrooms, and throughout the school environment. Visit the network's Web site to learn of upcoming workshops.

[www.cde.ca.gov/Ls/nu/he/shape.asp](http://www.cde.ca.gov/Ls/nu/he/shape.asp)

**SPARK** is a research-based organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness, including physical education programs.

[www.sparkpe.org](http://www.sparkpe.org)

**The Strategic Alliance for Healthy Food and Activity Environments** is a coalition of nutrition and physical activity advocates in California. It provides a database of local policies and other resources.

[www.preventioninstitute.org/SA](http://www.preventioninstitute.org/SA)

**The Surface Transportation Policy Project** is a diverse, nationwide coalition working to ensure safer communities and smarter transportation choices that enhance the economy, improve public health, promote social equity and protect the environment.

[www.transact.org](http://www.transact.org)

**WE CAN! (Ways to Enhance Children's Activity and Nutrition)** is a program of the National Heart, Lung, and Blood Institute. WE CAN! provides communities with resources and tips to help children in the maintenance of a healthy weight. The focus is on improving food choices, increasing activity and reducing children's time in front of the computer and television.

[www.nhlbi.nih.gov/health/public/heart/obesity/wecan/index.htm](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/index.htm)



**APPENDIX**

# 8

## APPENDIX

**A. Sample Guiding Principles for Public Policy and Community Action:**

Taken from *Healthy Children, Healthy Communities: An Action Guide for Communities*, Cities Counties Schools Partnership

**B. Joint Use Agreements:** Samples, Resources and Models

1. Fact Sheet for Joint Use Agreements: National Policy and Legal Analysis Network to Prevent Childhood Obesity (NPLAN)
2. Check List for Developing Joint Use Agreements: NPLAN
3. Model Joint Use Agreements: NPLAN
4. Sample Joint Use Agreement: City of Roseville and Dry Creek Elementary School District

**C. Sample Resolutions and District Motions**

1. Healthy Cities Model: City of Chino
2. Cafeteria Improvement Motion: Los Angeles Unified School District
3. Obesity Prevention Motion: Los Angeles Unified School District
4. Motion to Promote Healthy Beverage Sales: Los Angeles Unified School District

**D. Call to Action:** Taken from the San Diego County Childhood Obesity Action Plan

**E. Sample School Board Policies**

1. BP 1020 Youth Services
2. BP 1330 Use of School Facilities
3. BP 1400 Relations Between Other Governmental Agencies and the Schools
4. BP 1700 Relations Between Private Industry and the Schools
5. BP 5030 Student Wellness

# APPENDIX A

## SAMPLE GUIDING PRINCIPLES

---

### SEVEN GUIDING PRINCIPLES FOR PUBLIC POLICY AND COMMUNITY ACTION

As local officials begin to address the issue of community wellness through local policies, the Cities Counties Schools Partnership recommends applying the following principles as guides:

1. **This is a public problem**, not just the personal concern of those who are overweight. The fiscal impacts on our health system and community vitality loom large.
2. **Don't blame the victim**, the issue is beyond mere individual or family responsibility.
3. **Address the environmental aspects of the issue.** Regulate land use to encourage active living and ready access to healthy food choices.
4. **Work collaboratively to maximize the impact.** Encourage formation of local partnerships between cities, counties and schools. Share planning and program development. Engage parents, children and community members in the dialogue.
5. **Make information, knowledge and solutions accessible** and appropriate for all ethnicities, cultures, and economic levels.
6. **Act on the belief** that every child has the right to walk and bike in their home community. Both suburban and urban children have the right to walk to school.
7. **Active and healthy living** can become the norm for all California communities.

These principles are taken from *Healthy Children, Healthy Communities: An Action Guide for California Communities* produced by the 2006 Conditions of Children Task Force of the CCS Partnership, a nonpartisan, nonprofit collaboration of the League of California Cities, the California State Association of Counties and the California School Boards Association. For more information or a copy of the full report, visit the Web site at [www.cccpartnership.org](http://www.cccpartnership.org).

# APPENDIX B1

## FACT SHEET FOR JOINT USE AGREEMENTS





*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.*

March 2009

## What Is a Joint Use Agreement?

### A Fact Sheet for Parents, Students, and Community Members

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.<sup>1</sup> 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.

nplan

NATIONAL POLICY & LEGAL ANALYSIS NETWORK  
TO PREVENT CHILDHOOD OBESITY

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.

In San Francisco, for instance, the city and school district used a joint use agreement to open school playgrounds to the community on weekends. In Seattle, the city and school district implemented a more complex joint use agreement to centralize the scheduling of all school and city recreation facilities, making them more accessible and easier to reserve. In some communities, schools and cities have partnered to build new recreational facilities for schools and neighborhoods.

Joint use agreements allow school districts to share with local government the costs and responsibilities incurred by opening their facilities. Subject to overriding state and local laws, the agreements can allocate to local government some or all of the responsibility for costs, security, supervision, maintenance, repairs, and potential liability.

With thoughtful planning, joint use agreements can play an important role in increasing recreational opportunities for children and their families. Parents and community members can get involved by urging school officials (including school board members) and city or county officials to pursue a joint use agreement that would make school facilities more widely accessible.



Photos by Lydia Daniller

Visit [www.nplanonline.org](http://www.nplanonline.org) to download other NPLAN products on joint use agreements.

Model agreements for four different types of joint use:

1. *Opening Outdoor School Facilities for Use During Non-School Hours*
2. *Opening Indoor and Outdoor School Facilities for Use During Non-School Hours*
3. *Opening School Facilities for Use During Non-School Hours and Authorizing Third Parties to Operate Programs*
4. *Joint Use of District and City Recreation Facilities*

- *Checklist for Developing a Joint Use Agreement*
- *A Fifty-State Scan of Laws Addressing Community Use of Schools*
- *Liability Risks for After-Hours Use of Public School Property: A Fifty-State Survey (coming soon!)*

*NPLAN is a nonprofit organization that provides legal information on matters relating to public health. The legal information provided in this document does not constitute legal advice or legal representation. For legal advice, readers should consult a lawyer in their state.*

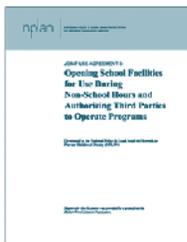
*Support for this fact sheet was provided by a grant from the Robert Wood Johnson Foundation.*

<sup>1</sup> See, e.g., California Education Code §§ 38131, 38133, 18134 [establishing a civic center at each public school facility for supervised recreation activities]; Indiana Code §§ 20-26-8-1, 2 [requiring the school board of trustees to provide recreation activities upon petition by a sufficient number of voters]; Maryland Education Code § 7-108-110 [requiring county boards to provide school facilities for use for civic or other recreation purposes].

## **APPENDIX B2**

### **CHECKLIST FOR JOINT USE AGREEMENTS**





## 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).<sup>1</sup>

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](http://www.nplanonline.org).**

<input type="checkbox"/>	<b>Obtain Approval from Governing Entities</b>	The school board and governing entity of the city, county, or town should first approve the <i>concept</i> of developing a JUA. <sup>2</sup>
<input type="checkbox"/>	<b>Select Negotiators</b>	Identify the employees responsible for developing the agreement for each entity. They should have sufficient knowledge of their party's facilities and the authority to make required decisions on behalf of the entity.
<input type="checkbox"/>	<b>Work with Risk Management and Legal Counsel</b>	At the beginning of the negotiations, and as needed at different stages of the development of the JUA, consult with risk management and legal counsel.
<input type="checkbox"/>	<b>Identify Community and School Needs</b>	Assessing the needs of the community and schools for additional recreation opportunities allows the parties to focus the scope of the agreement.  <b>Assess community needs to identify:</b> <ul style="list-style-type: none"> <li>▪ Underserved communities, such as lower-income or communities of color that lack access to neighborhood parks or community centers;</li> <li>▪ Unmet recreation needs;</li> <li>▪ Locations in the community where recreation needs can be met by school facilities; and</li> <li>▪ The types of recreation facilities required to meet those needs.</li> </ul> <b>Assess school/district needs to identify:</b> <ul style="list-style-type: none"> <li>▪ Unmet recreation needs (that the city might meet); and</li> <li>▪ Unmet recreation facility needs (e.g., for improvements, maintenance assistance, scheduling assistance).</li> </ul>
<input type="checkbox"/>	<b>Inventory Properties (all properties or in targeted areas)</b>	Identify properties that best serve unmet needs (by location, facility type, or other factor), and assess their suitability for joint use. Factors to consider include the condition of the property, and buy-in from school personnel and school families.
<input type="checkbox"/>	<b>Agree upon Scope of Joint Use</b>	The parties need to agree on the scope of the agreement, including which facilities upon each property (e.g., outdoor, indoor, which indoor facilities) to include in the agreement; whether to allow third parties to operate programs on the facilities; whether to open city properties to school use; and whether to consolidate scheduling of properties.
<input type="checkbox"/>	<b>Inspect Proposed Joint Use Facilities</b>	Both parties should inspect proposed facilities together to establish an understanding of and document the baseline conditions of the properties and facilities.

<input type="checkbox"/>	<b>Identify and Reach Agreement on Issues Involving Use</b>	<b>The parties need to agree on operational and management issues.</b>	
	<b>Priority of Uses</b>	<ul style="list-style-type: none"> <li>- Rank the priority of types of users to allocate facility use accordingly</li> </ul>	
	<b>Scheduling</b>	<ul style="list-style-type: none"> <li>- Determine which entity will be responsible for scheduling use</li> <li>- Determine how to accommodate schedule changes/cancellations</li> </ul>	
	<b>Access and Security</b>	<ul style="list-style-type: none"> <li>- Determine security needs</li> <li>- Identify employees who will need access to properties and facilities</li> <li>- Develop security protocol</li> </ul>	
	<b>Materials and Equipment</b>	<ul style="list-style-type: none"> <li>- Allocate responsibility for providing equipment/materials</li> <li>- Determine the need for storage</li> <li>- If storage is needed, determine location, access, and security</li> </ul>	
	<b>Supervision</b>	<ul style="list-style-type: none"> <li>- Determine the type of supervision required</li> <li>- Identify which party will be responsible for providing supervision</li> </ul>	
	<b>Custodial Services</b>	<ul style="list-style-type: none"> <li>- Determine the type of custodial services/equipment needed</li> <li>- Allocate responsibility for providing custodial services/trash containers</li> </ul>	
	<b>Toilet Facilities</b>	<ul style="list-style-type: none"> <li>- Determine access to existing facilities</li> <li>- Determine need for portable/temporary facilities</li> <li>- Allocate responsibility for providing and servicing portable toilets</li> </ul>	
	<b>Parking</b>	<ul style="list-style-type: none"> <li>- Determine access to parking facilities</li> </ul>	
	<b>Maintenance</b>	<ul style="list-style-type: none"> <li>- Allocate responsibility for regular property maintenance</li> <li>- Determine whether additional maintenance is needed, and which party will provide service</li> </ul>	
	<b>Inspection and Notification of Damage</b>	<ul style="list-style-type: none"> <li>- Determine the manner/frequency of property inspection</li> <li>- Determine protocol for notifying identified employees of damage, including whom to contact, by what means, and deadlines for contacting and responding</li> </ul>	
<b>Restitution and Repair</b>	<ul style="list-style-type: none"> <li>- Determine the method and responsibility for property repair</li> <li>- Determine the methods of calculating and allocating repair costs</li> </ul>		

<input type="checkbox"/>	<p><b>Identify and Resolve Employment Issues</b></p>	<p>To cover the facilities' extended hours of operation, both the school district and the city will likely require some of their employees to work additional time. Consult with legal counsel to resolve any employment-related issues, such as amending labor agreements or determining whether the entities may use volunteers to carry out some of these duties.</p>
<input type="checkbox"/>	<p><b>Develop a Communication Protocol</b></p>	<p>One of the most important elements of a successful JUA is ensuring effective communication between the parties during the term of the agreement. Identify the employees from each agency who will be responsible for (a) communicating to the other party about the agreement and (b) who will be responsible for making decisions regarding the agreement. Establish a process for resolving disagreements regarding any aspect of the agreement.</p>
<input type="checkbox"/>	<p><b>Identify and Reach Agreement on Issues Involving Third-Party Use</b></p>	<p>If third-party users (such as youth organizations or youth sports leagues) will be allowed to operate programs using the facilities, the district and the city need to agree on various operational and management issues:</p> <ul style="list-style-type: none"> <li>▪ Establish the priority of uses for third-party programs</li> <li>▪ Agree on the protocol for scheduling properties</li> <li>▪ Ensure third party permitting or lease procedures are adequate:             <ul style="list-style-type: none"> <li>- Address resource allocation pursuant to identified priorities</li> <li>- Access issues</li> <li>- Fees</li> <li>- Insurance and risk management issues</li> <li>- Liability</li> </ul> </li> </ul>
<input type="checkbox"/>	<p><b>Agree upon Improvements and Improvement Protocol</b></p>	<p>The parties should consider whether—and the conditions governing how—they will allow each other to make "improvements" (changes to the owner's property made by or for the benefit of the party using the property). Determine whether the city will be authorized to improve district property, the conditions under which the city can improve property, how to allocate costs of improvements, and the ownership of the improvements.</p>
<input type="checkbox"/>	<p><b>Agree upon Cost Analysis and Allocation</b></p>	<p>The parties need to calculate the costs of the agreement and how to allocate those costs equitably. Determine which components of costs to measure, the methodology to use to determine costs, and how to allocate costs and fees.</p>
<input type="checkbox"/>	<p><b>Risk Management and Legal Issues</b></p>	<p>The parties must consult with risk management professionals and legal counsel to determine insurance requirements, allocate risk, and ensure the agreement is consistent with state and local laws and regulations.</p> <ul style="list-style-type: none"> <li>▪ <b>Determine the types and amounts of insurance to require</b>, consistent with legal and risk management requirements. Determine the types of documentation to exchange or require.</li> <li>▪ <b>Allocate liability risk</b>. Determine whether or what type of indemnification to require.</li> <li>▪ <b>Ensure the agreement is consistent</b> with existing state and local law and regulations, permitting procedures (or amend permitting procedures if necessary), and fee procedures or structure (or amend if necessary).</li> </ul>

<input type="checkbox"/>	<p><b>Determine Term of Agreement, Methods of Evaluation, and Renewal</b></p>	<p>Determine the duration of the agreement, and the bases for cancelling or terminating the agreement before the term ends. Also determine what data to collect during the agreement, the nature and timing of its evaluation, and the process and conditions for renewing the agreement.</p>
<input type="checkbox"/>	<p><b>Identify Training Needs and Develop a Training Plan</b></p>	<p>Determine whether agency personnel need training to carry out the agreement, including instruction on any new procedures required by the agreement or any new duties assigned to employees. Determine who is responsible for conducting training, and identify employees who need to undergo training.</p>
<input type="checkbox"/>	<p><b>Develop Ancillary Documents</b></p>	<p><b>Develop exhibits to the agreement, as necessary:</b></p> <ul style="list-style-type: none"> <li>▪ List of properties subject to the agreement</li> <li>▪ Inventory of the conditions</li> <li>▪ Hours of use</li> <li>▪ Operating rules</li> <li>▪ Insurance documentation</li> <li>▪ Third-party user forms</li> </ul>
<input type="checkbox"/>	<p><b>Receive Formal Approval</b></p>	<p>The final step in completing the agreement is to ensure the governing entities formally approve the agreement.</p>

*NPLAN is a nonprofit organization that provides legal information on matters relating to public health. The legal information provided in this document does not constitute legal advice or legal representation. For legal advice, readers should consult a lawyer in their state.*

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

<sup>1</sup> In addition, in some communities JUAs are used to construct new recreation and leisure facilities for use by schools and community members.

<sup>2</sup> Depending on the state and locality, a city, county, or town could enter into a JUA with a school district or community college district. For purposes of this document, we will use "city" to refer to the local government and "district" to refer to the school or community college district.

## APPENDIX B3

### MODEL JOINT USE AGREEMENTS

The following model joint use agreements can be downloaded at [www.nplanonline.org](http://www.nplanonline.org).

All of these agreements are between the school district and the local city, town or county government. They cover different potential joint use scenarios.

\* **Joint Use Agreement One:** Opening Outdoor School Facilities.

Allows the local government to open designated outdoor recreation facilities, such as playgrounds, blacktop areas, and playing fields, during weekend and holiday hours when the district is not using the facilities.

\* **Joint Use Agreement Two:** Opening Indoor and Outdoor School Facilities for Use During Non-school Hours.

Allows the local government to open designated school district indoor and outdoor recreation facilities, such as gymnasiums, playgrounds, blacktop areas, and playing fields, during weekend and holiday hours when the district is not using the facilities.

\* **Joint Use Agreement Three:** Opening School Facilities for Use During Non-school Hours and Authorizing Third Parties to Operate Programs.

Allows the local government to open designated indoor and outdoor recreation facilities during weekend and holiday hours when the district is not using the facilities. It also allows for third parties, such as youth organizations or youth sports leagues, to operate recreation programs using school facilities.

\* **Joint Use Agreement Four:** Joint Use of District and City Recreation Facilities.

Appropriate when the city and school district agree to open all or designated recreational facilities to each other for community use. This agreement includes provisions for use of school district indoor and outdoor facilities during weekend and holiday hours, third-party use of school district facilities by groups such as youth organizations or youth sports leagues, and school district use of city facilities.

## APPENDIX B4

### SAMPLE JOINT USE AGREEMENT

---

#### MASTER AGREEMENT BETWEEN THE CITY OF ROSEVILLE AND THE DRY CREEK JOINT ELEMENTARY SCHOOL DISTRICT

##### Regarding the Joint Use Of Facilities

*This Agreement is made and entered into this 30th day of September 1992 by and between the City of Roseville, a municipal corporation ("City") and the Dry Creek Joint Elementary School District, a California school district, created and existing by virtue of the laws of the State of California ("District").*

---

#### WITNESSETH

**WHEREAS**, the parties hereto provide certain services to their residents and taxpayers within the same general area in the County of Placer, City of Roseville, State of California, which services include services relative to education and recreation activities; and

**WHEREAS**, Section 16653 of the Education Code authorizes agreements between public authorities for the purposes of organizing, promoting and conducting programs of community education and recreation; and

**WHEREAS**, District and City desire to cooperate with each other and enter into such an agreement pursuant to said statutory authorization for the purpose of sponsoring and promoting community education and recreation programs and activities including child care; and

**WHEREAS**, the parties desire to establish general guidelines for joint use as well as site specific requirements; and

**WHEREAS**, the public interest, convenience and necessity will be served thereby;

---

**NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:**

**1. Definitions.**

- A. “Facilities” shall be defined as ball fields, gymnasiums, playgrounds, parks school grounds, school buildings, and other recreational areas presently operated or that may hereafter be operated by the parties.
- B. “Recreation Activities” shall be defined as regularly scheduled programs, including child care programs, offered by City and supervised by City staff.

**2. Joint Use of Facilities.**

- A. District and City shall permit joint use of facilities under the terms and conditions set forth in this Agreement.
- B. City shall comply with requirements of the California Education Code relating to the use of facilities.
- C. District shall permit City to use District parking facilities when schools are not in regular sessions.
- D. All activities sponsored by District shall be supervised and conducted by District and all activities sponsored by City shall be supervised and conducted by City. District and City shall be responsible, respectively, for said activities and areas during the period of their respective sponsorship, and each will bear the cost of all necessary expendable equipment, supervising and teaching personnel needed during said period.

**3. Master Agreement, Supplemental Agreements & Addenda.**

- A. This agreement is intended to be, and is, a Master Agreement. As new schools are constructed, supplemental agreements and addenda, consistent with the spirit and intent of this agreement, shall be executed by District and City.
- B. The parties to this agreement agree to execute additional or supplemental documents to carry out the intent and purposes of this agreement.

**4. Scheduling and Reservations.**

- A. The use of District facilities by City, as set forth above, shall not at any time interfere with the regular conduct of school activities nor shall such use be inconsistent with the use of such facilities for school purposes.
- B. Reservation Request forms approved and on file by the parties shall be used for use of facilities.
- C. In the event City coordinates youth league use of District facilities, City shall direct and inform youth leagues who in turn will submit a written request to District for District Facility use. A fee and deposit or charge for any District Facility use shall be required by District for each league. District shall sign off fields at close of season and District shall return deposit. Each school

administration shall be responsible for scheduling use of facilities. Youth league shall be required to maintain, repair and groom fields when used in accordance with District standards and shall be approved in writing by District.

- D. Dates for the use of District's facilities shall be scheduled bi-annually so as to avoid any conflict between District and City use. In scheduling use of District Facilities, school events and programs shall have the first priority; and City Recreation Activities shall have second priority; and any other events by other groups or agencies shall have third priority.
- E. Dates for the use of City's facilities shall be scheduled bi-annually so as to avoid any conflict between City and District use. In scheduling use of City facilities, City recreation activities shall have the first priority, any school event and program shall be second priority, and any other events by other groups or agencies shall have third priority.
- F. District may have use of City facilities during regular school hours provided District makes reservations with City for such use at least seventy-two (72) hours in advance of use, and City does not need facilities for recreational activities.
- G. In the event City recreational activities are conducted during school hours and involve school children, City shall submit written plans to the school principal for written approval by the principal with copies to District.
- H. Upon notice of year-round school programs being implemented, this Agreement shall be amended within Sixty (60) days of a written request of either party in order to reach an understanding consistent with the spirit of this Agreement and in particular, shall not be in conflict with Sections 4.D and 4.E of this Agreement.

## **5. Improvements on District Property.**

- A. All improvements constructed, erected or installed by City on District property, no matter how affixed or attached to the land, shall be, and at all times remain, the property of the City with right of removal. In the event of any such removal, District property shall be left in the condition as existed prior to the construction of said improvements. Prior to such removal, District shall have the right to purchase such improvements at a price mutually agreed upon by City and District. In the event of disagreement, an average price set by two independent appraisers will be used.
- B. City, with approval of District, may install sprinkler systems, turfing playground equipment, fencing, landscaping, and additional recreational equipment, including sheds and child care structures on District property provided said installation is not in conflict with school use and subject to approval of the Governing Board of District.
- C. District shall provide and allow use by City of such utility services as are required for installation and maintenance of improvements on District property, including water, electricity, gas, sanitary and storm sewers;

## **6. Custodial Services.**

- A. District shall provide custodial services for District facilities. Extraordinary custodial costs incurred by District as a result of improper City use of Such facilities shall be billed directly to City and paid to District annually upon receipt thereof.

## **7. Landscaping.**

- A. District shall provide landscaping, gardening and repair services for all District facilities, including, but not limited to, the irrigation and care of turfed areas, shrubs, trees and other landscaping around District facilities.
- B. City may mow any turf playfield as set forth in addenda for individual school site agreements.

## **8. Maintenance of Facilities.**

- A. District and City shall maintain their respective facilities in a clean and safe condition.
- B. District and City shall report any defect or dangerous conditions in or on the other party's facilities within twenty-four (24) hours upon discovery.

## **9. Indemnification.**

- A. City agrees to defend, indemnify and hold harmless District, its Board of Trustees, officers, servants, agents and employees from any claim or lawsuit brought by any person or entity against District as the result of any act or omission of City, its officers, servants, agents; and

District agrees to defend, indemnify and hold harmless City, its City Council, officers, servants, agents and employees from any claim or lawsuit brought by any person or entity against City as the result of any act or omission of District, its officers, servants, agents and employees.

## **10. Fees and Charges.**

- A. City may charge admission for the use of District facilities for amateur athletic contests, demonstrations or exhibits, and other educational and non-commercial events. In such cases, District may levy a charge upon City for the use of District facilities.

## **11. School Buses.**

- A. District may make school buses and drivers available for the use of City, and for the use of Groups or activities sponsored or approved by City, and City agrees to pay District the cost thereof, approved in writing by both parties prior to such use of school buses and drivers.

## **12. Insurance.**

- A. City and District shall indemnify and hold harmless from liability the other party, its officers, agents, servants or employees while acting as such from all damages, costs, or expenses which any of them shall become obligated to pay by reason of any liability imposed by law because of injury or death of any person received or suffered by reason of operation of each party of its own program upon said property. Each party hereto shall take out a policy of liability insurance or establish a self-insurance program in the manner provided by law. City and District both agree to separately maintain General Liability Insurance covering the joint use facilities described in this agreement with minimum limits of \$1,000,000 per occurrence, bodily injury and property damage during the life of this agreement, City and District further agree to separately maintain Workers Compensation Insurance respectively covering their own employees.
- B. City and District shall each be solely responsible for first party property insurance on the properties separately owned by them. The entity holding said first party property insurance shall be solely entitled to recovery of any proceeds of said insurance in the event of loss.
- C. District shall be solely responsible for maintaining property insurance coverage for all park site facilities. Any losses which occur shall be covered by the respective policy of insurance.

## **13. Future Planning.**

- A. Pursuant to Education Code Section 1046, District shall communicate with City in order to review all possible methods of coordination planning, design and construction of new school facilities and school sites or old school facilities and major additions thereto, with recreation and park facilities in the community.
- B. City may consider the purchase of additional land adjacent to newly proposed school sites. When City is considering a recreation site, District will be notified so that District can consider land for adjacent school sites.

## **14. Child Care Programs.**

- A. By separate agreement, District shall permit City to provide for child care programs on District property.

## **15. Pre-Approved Forms and Applications.**

- A. District and City shall use pre-approved forms for purposes of scheduling and other matters; such forms to be on file with both District and City.

B. Forms include, but are not limited to:

1. City Facility Use Request
2. District Facility Request Form
3. Fee Schedules
  - a. Bus
  - b. Facility Use
  - c. Athletic Fields

**16. Integration.**

- A. This agreement and its written addenda and written amendments constitute the entire promised, terms, conditions and understandings between the parties. No amendment or addenda to this agreement shall be of any force or effect unless in writing and signed by both parties.
- B. This agreement is an integrated document and shall be read with its addenda and amendments as a whole.

**17. Attorney's Fees.**

- A. Should any dispute arise under this agreement, jurisdiction and venue shall be in the Superior Court of Placer County, California.
- B. In any dispute arising under this agreement, the prevailing party shall be entitled to its costs and reasonable attorneys fees.

**18. Termination.**

- A. This agreement shall automatically continue on a year-to-year basis unless terminated under this paragraph or unless a default is made in any of the terms, conditions or covenants contained herein. This Agreement may be terminated by either City or District at the close of a fiscal year, provided, however, that written notice of the intent to so terminate be transmitted at the close of a fiscal year, provided, however, that written notice of the intent to so terminate be transmitted at least sixty (60) days prior to the close of such fiscal year.

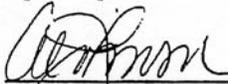
**19. Relationship of the Parties.**

- A. The parties hereby agree that their relationship shall be that of joint users of the property described in this agreement, or its successor documents, and in no event shall this agreement be construed as creating a master/servant relationship or agency/principal relationship.

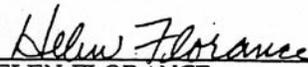
**IN WITNESS WHEREOF**, the City of Roseville, a municipal corporation, has authorized the execution of this Agreement in duplicate by its City Manager and attested to by its City Clerk under the authority of Resolution No. 92-284, adopted by the Council of the City of Roseville on the 30th day of September, 1992 and City Council has caused this Agreement to be executed.

**IN WITNESS WHEREOF**, the Dry Creek Joint Elementary School District, a California School district, has authorized the execution of this Agreement in duplicate by its Governing Board and under the authority of Resolution No. 1992-28, adopted by the District on the 17th day of September, 1992. The Board of Trustees has caused this Agreement to be executed.

CITY OF ROSEVILLE,  
a municipal corporation

By:   
ALLEN E. JOHNSON  
City Manager

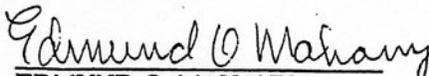
ATTEST:

By:   
HELEN FLORANCE  
City Clerk

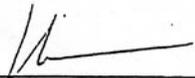
APPROVED AS TO FORM:

By:   
MICHAEL F. DEAN  
City Attorney

APPROVED AS TO SUBSTANCE:

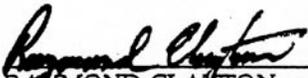
By:   
EDMUND O. MAHANY  
Parks & Recreation Director

DRY CREEK SCHOOL DISTRICT

By:   
KELVIN LEE  
Superintendent

ATTEST:

By:   
Clerk of the Board

By:   
RAYMOND CLAYTON  
Special Counsel

By:   
SAGE INSTITUTE, INC.  
District Consultant

c:\sage\drycreek\roseville\juse.mst

# APPENDIX C

## SAMPLE RESOLUTIONS AND DISTRICT MOTIONS



# HEALTHY CITIES MODEL

## CITY OF CHINO

---

### RESOLUTION NO 2007 044

A resolution of the City Council of the City of Chino California supporting the healthy cities concept and indicating intent to support participation in California Healthy Cities and Communities

**WHEREAS** the City Council of the City of Chino California has placed a high priority on improving the quality of life for all citizens of the City and

**WHEREAS** such an effort must be broad in scope encompassing social economic and environmental factors and

**WHEREAS** the City has provided the leadership for the formation of a Healthy Chino Collaborative and

**WHEREAS** as members of the Healthy Chino Collaborative the City of Chino can provide significant leadership in the area of community involvement in health by

Bringing together representatives of the local private educational nonprofit and residential sectors of the community to fashion support for the continued improvement of the health of our community

Supporting the mission of the California Healthy Cities and Communities program of improving the health status of California residents by increasing the use of the Healthy Cities model for health promotion and

Blending together the objectives of Healthy Chino with the planning resources of California Healthy Cities and Communities the City of Chino will be able to enhance current programming and initiate new efforts to make Chino a healthier community

### NOW THEREFORE BE IT RESOLVED

THAT THE CITY COUNCIL OF THE CITY OF CHINO declares its support for the Healthy Cities model to further promote health among its residents and community

*Approved and adopted this 17th day of July 2007*

---

**ATTEST BY**

**LENNA J TANNER**

*Resolution No 2007 044*

State of California | County of San Bernardino | City of Chino

I LENNA J TANNER City Clerk of the City of Chino do hereby certify that the foregoing Resolution was duly adopted by the City Council at a regular meeting held on the 17th day of July 2007 by the following vote

- YES** COUNCIL MEMBERS YATES DUNCAN ELROD HAUGHEY ULLOA
- NOES** COUNCIL MEMBERS NONE
- ABSENT** COUNCIL MEMBERS NONE

# CAFETERIA IMPROVEMENT MOTION

## LOS ANGELES UNIFIED SCHOOL DISTRICT

---

**MARLENE CANTER, JULIE KORENSTEIN, DAVID TOKOFSKY**  
**ADOPTED DECEMBER 13, 2005**

**WHEREAS**, according to the US Department of Health and Human Services, overweight and obesity, caused by a combination of poor diet, lack of physical activity and nutritional education, are a leading cause of preventable death in the United States; and

**WHEREAS**, previous LAUSD Board of Education policies eliminated sale of foods and beverages of minimal nutritional value, increased availability of fruit and vegetables at breakfast and lunch, expanded breakfast programs and established the cafeteria as a place of learning; and

**WHEREAS**, LAUSD has begun to develop a comprehensive physical education plan to increase students' activity level; and

**WHEREAS**, the National School Lunch Program was created in 1946 to prevent malnutrition by providing nutritious lunches to school-aged children; and

**WHEREAS**, school meal programs can play an important role in ensuring adequate nutrition and dietary habit formation; and

**WHEREAS**, LAUSD increased participation in school lunch at secondary schools from 17 percent of Average Daily Attendance in 2001 to 43 percent of ADA in 2005; and

**WHEREAS**, students and parents cite the following as reasons for non-participation: lunch time is too early or late in the day, lines are excessively long, there is insufficient time to eat, and negative perceptions of food safety and quality; and

**WHEREAS**, new 2005 Dietary Guidelines for Americans recommend limiting intake of foods high in sodium, saturated and trans fats and added sugars; now, therefore be it

**RESOLVED**, that the Los Angeles City Board of Education directs the Superintendent to:

- 1) Update and revise goals and the plan for increasing participation in the school breakfast, lunch and summer nutrition programs by non-participating students to incorporate the contents of this motion;
  - a. Track student participation and monitor impact of plan;
  - b. Create a Cafeteria Improvement Committee comprised of nutrition experts, community based organizations, parents and other appropriate partners to provide input on the plan and assist with implementation.
  - c. Report to the Board of Education via committee the status of implementation and impact on participation annually for 3 years;
  - d. Recommend changes to the Board of Education if participation is adversely affected for any reason.
  
- 2) Work with market research firms, parent and student organizations and other appropriate partners to gather information from nonparticipating students (and their parents) about the district's cafeteria programs through, but not limited to, surveys, focus groups and ongoing community feedback mechanisms; and conduct market research and student focus groups while transitioning to new nutrition specifications to facilitate product reformulation and evaluate acceptance of reformulated products;
  
- 3) Implement the following to increase participation in the School Meals Program:
  - a. Present information at a future committee meeting on current food safety, compliance and monitoring systems and mechanisms for students and parents to report concerns regarding school kitchen and cafeteria cleanliness and food safety; Establish and publish a hazardous analysis critical control point (HACCP) plan by July 1, 2006;
  - b. Parents may request that principals print and post at school sites cafeteria inspection reports that are on the district website.
  - c. Ensure schools serve lunch at appropriate times, 12:30 pm or before (where possible).
  - d. Ensure all students have sufficient time to eat by convening a working group to identify steps necessary to add additional lunch periods at overcrowded sites;
  - e. Identify and fund facilities upgrades to improve participation at satellite kitchen sites, and provide an update on the use of bond funds for kitchen and cafeteria alterations at existing and new buildings;
  - f. Publish established customer service expectations and tenets;
  - g. Initiate a partnership with local chefs to identify potential improvements in batch-cooking practices, dining area design and equipment;
  - h. Incorporate student and parent input and the nutrition improvements specified in this and previous Board motions to develop a comprehensive program to market cafeteria meals to students;

- 4)** Improve the nutritional value of the school meals program by adopting the following policies:
- a. Adopt the sodium recommendations of the Los Angeles Unified School District Lunch Review panel as follows:
    - 1. Reducing sodium levels to no more than 2000 milligrams per individual meal, and no more than 1500 milligrams of sodium per meal averaged over a one week period no later than January 1, 2007.
    - 2. Reducing sodium levels to no more than 1500 milligrams per individual meal, and no more than 1100 milligrams of sodium per meal averaged over a one week period no later than July 1, 2008.
  - b. Add nutritional specifications to cafeteria procurement contracts to eliminate trans fat added in the manufacturing process;
  - c. Limit fat content of entrees to 35 grams of fat;
  - d. Improve accuracy of forecasting to ensure variety in accordance with Food Services policy and rotate staple entrees to reduce availability of entrees with more than 15% total calories from saturated fat;
  - e. Reduce students' consumption of added sugars in school meals by limiting prepared foods and pastries with high fructose corn syrup and other added sugars or caloric sweeteners. Immediately limit added sugar to less than 7 grams per ounce of cereal;
  - f. Staff may bring recommendations to add singular items that are nutrient dense but may not meet the above-listed standards to the Board of Education's Health and Safety Committee on a quarterly basis and for approval by the whole board through the ratifications report.
- 5)** Facilitate students' ability to make healthier choices and increase capability to track students' choices
- a. Post nutritional information for all entrees and a la carte items in the cafeteria and indicate visually which items are the healthiest so students can make informed selections.
  - b. Develop accurate forecasting with assistance from the cafeteria point of sale system implemented on site, using historical trends to ensure a variety of breakfast and lunch entrees, and fresh fruits and fresh vegetables and salad bars (where served) will be available throughout the meal period;
  - c. To develop bid specifications for the development of the integrated cafeteria Point of Sale system to include mechanisms to gather data regarding type of entrée selected.

# OBESITY PREVENTION MOTION

## LOS ANGELES UNIFIED SCHOOL DISTRICT

---

**MARLENE CANTER, JULIE KORENSTEIN**

*Adopted October 28, 2003*

**WHEREAS**, The Los Angeles Unified School District is committed to providing an environment in which students can make healthful food choices for lifelong health;

**WHEREAS**, The Centers for Disease Control and Prevention has declared that obesity is the fastest growing health threat in the United States, with obesity nearing tobacco as the number one health threat, and according to the 2002 Los Angeles County Health Survey, 55 percent of Los Angeles County's adult population are overweight or obese;

**WHEREAS**, Today's children and youth have poor dietary habits and lack sufficient physical activity resulting in high percentages of overweight children, in the past 30 years the percentages has tripled in the United States, with Latino and African American children disproportionately affected;

**WHEREAS**, The California Department of Education reported in 2002 that approximately 40 percent of 5th, 7th and 9th graders in Los Angeles County are overweight or at risk of becoming overweight and face an increased risk of chronic diseases such as asthma, type 2 diabetes, heart disease, and high blood pressure, as well as social stigma and depression;

**WHEREAS**, Research has found a clear connection between good nutrition and student achievement, and schools that have implemented healthy food programs report fewer behavioral problems;

**WHEREAS**, Increased participation in the District School Breakfast and Lunch programs provide both a nutritional benefit to children as well as a positive revenue benefit to the District; and

**WHEREAS**, In order to respond to the current obesity epidemic effectively, the District must improve in the areas of nutrition, physical fitness, and nutrition education, now, therefore, be it

**RESOLVED, That the Board of Education of the City of Los Angeles:**

- 1)** Effective July 1, 2004, the only food, excluding beverages, authorized for sale at the District outside the Federal School Meal Program (including but not limited to the Student Store, Vending Machines, a la carte sales, and fundraising) before, during, and until one half hour after the end of the school day at all sites accessible to students shall meet the following nutrient standards:
  - a. No more than 35 percent of total calories from fat (not including nuts, seeds);
  - b. No more than 10 percent of total calories from saturated fat, including trans fat;
  - c. No more than 35 percent added sugar by weight (not including fruits and vegetables when used as additives);
  - d. No more than 600 mg of sodium per serving;
- 2)** Adopts the following serving portion sizes for all foods, excluding beverages, not included within the Federal School Meal Program, effective July 1, 2004:
  - a. Snacks and Sweets (Including, but not limited to chips, crackers, popcorn, cereal, trail mix, nuts seeds, dried fruit, jerky): 1.5 oz
  - b. Cookies/cereal bars: 2 oz
  - c. Bakery Items (e.g. pastries, muffins): 3 oz
  - d. Frozen desserts, ice cream: 3 oz
  - e. Other entree items and side dishes (including, but not limited to, french fries and onion rings) shall be no larger than the portions of those foods served as part of the Federal School Meal Program.
- 3)** Directs the Superintendent to appoint a representative from the Division of Food Services to participate in the Los Angeles School Lunch Nutritional Review Panel;
- 4)** Directs the Superintendent to provide at least one vegetarian option that includes a vegetable or fruit component in addition to the salad bar as one of the 11 options served daily in the cafeteria;
- 5)** Directs the Superintendent to increase the variety, visibility, and accessibility of fresh fruit and vegetables at school sites through facility design, the creation of a site plan, and programs such as the Farm-to-Cafeteria Projects, and report such plan to the Board;
- 6)** Directs the Superintendent to identify steps to increase the number of middle and secondary students selecting a full, complete meal each day with all offered meal components, including fresh fruits and vegetables;
- 7)** Directs the Superintendent to undertake a pilot program offering a la carte soy milk options at 5 schools;
- 8)** Directs the Superintendent to develop a strategic plan for implementation of a point of sales computerized payment system at all schools within 6 years and to address relevant connectivity issues where necessary within the next 5 years;

- 9) Directs the Superintendent to provide a vegetable and fruit bar, where facilities permit, at all high schools within 2 years, at all middle schools within 4 years, and at all elementary schools within 6 years;
- 10) Directs the Superintendent to offer the second chance breakfast at all elementary, middle and high schools within 2 years;
- 11) Directs the Superintendent to improve and broaden nutrition education and nutrition education materials within the K-12, adult and parent, public health education programs of the District;
- 12) Sets as policy the concept that cafeterias should be places of learning and therefore should provide informational posters and nutrition and nutrient information about all items served in cafeterias, and directs the Superintendent to coordinate the efforts of the Division of Food Services with nutritional education curriculum;
- 13) Directs the Superintendent to encourage all Charter School applicants to adhere to these nutrition guidelines as well as those previously adopted in the Healthy Beverage Resolution;
- 14) Directs the Superintendent to develop a Food Service outreach plan to facilitate regular community input and participation in the District Food Service Program;
- 15) Directs the Superintendent to create an enforcement mechanism for vending and student body sales in consultation with Local District Superintendents, the Chief Operating Officer, and the Inspector General;
- 16) Directs the Superintendent to develop guidelines to eliminate within 3 years District contracts and relationships with branded fast-food products (defined as companies primarily marketing high-fat, high calorie and high-sugar foods);
- 17) Directs the Superintendent to provide information on alternative fundraising methods to schools to mitigate potential impacts of new nutrition regulations;
- 18) Directs the Superintendent to fund a central Physical Education Advisor position within the Instructional Support Services Division and to develop instructional guides for Physical Education;
- 19) Directs the Superintendent to work with non-profit organizations such as the American Diabetes Association on education programs to be offered at school sites teaching children healthy eating and lifestyle habits; and
- 20) That a semi-annual report be presented to the School Safety, Health and Human Services Committee on this plan, its progress, related physical fitness activities as well as equal access to the opportunities mentioned in the motion.

# MOTION TO PROMOTE HEALTHY BEVERAGE SALES

## LOS ANGELES UNIFIED SCHOOL DISTRICT

---

**MARLENE CANTER, GENETHIA HAYES, JULIE KORENSTEIN**

*Adopted August 27, 2002*

**WHEREAS**, The Los Angeles Unified School District has a strong interest and obligation in promoting the health of children, which leads to better attendance, improved behavior, lower incidence of illness, and increased attention, creativity, and academic achievement;

**WHEREAS**, Child obesity has increased two-fold over the past two decades and adolescent obesity has increased three-fold, a 1998 UCLA survey of 900 students in 14 District elementary schools found that 40 percent were obese, and, research has shown that an extra soft drink a day increases a child's risk for obesity by 60 percent;

**WHEREAS**, Overweight and obese children are at higher risks for long-term health problems such as cardiovascular disease, Type 2 diabetes, asthma, and certain cancers;

**WHEREAS**, A Harvard School of Public Health study of ninth and tenth grade girls found that those who drank colas were three times more likely to develop bone fractures than those who did not, and among physically active girls, those who drank colas were five times more likely to break bones than those who did not;

**WHEREAS**, A 2000 report for the District's Student Health and Human Services found that over 25 percent of children in Los Angeles County are uninsured and, thus, do not have access to preventative health care, creating an even greater need for healthy alternatives in schools;

**WHEREAS**, The availability of competitive foods and beverages in schools undercuts participation in national school meal programs and undermines health and nutrition education provided to students; and

**WHEREAS**, There are healthy, revenue-generating alternatives to soft drinks that can be sold on District campuses; now, therefore, be it;

**RESOLVED,** That effective January 2004, the only beverages authorized for sale at the Los Angeles Unified School District before, during, and until one half hour after the end of the school day at all sites accessible to students shall be: fruit based drinks that are composed of no less than 50 percent fruit juices and have no added sweeteners; drinking water; milk, including, but not limited to, chocolate milk, soy milk, rice milk, and other similar dairy or nondairy milk; and electrolyte replacement beverages and vitamin waters that do not contain more than 42 grams of added sweetener per 20 ounce serving; and be it,

**Resolved further,** That effective immediately neither the District nor individual schools shall enter into any new contracts, nor extend or renew any existing contracts, for the sale of any non approved beverage on campus from before the school day until one half hour after the end of the school day; and be it,

**Resolved further,** That starting January 2004 only approved beverages may be sold in vending machines, cafeterias, student stores, or advertised, or promoted at all sites accessible to students with the following expressed exception: 1) Non-approved beverages as related to this motion may be sold for fundraising activities or at school events occurring at least one half hour after the end of the school day provided that vending machines, student stores, and cafeterias are not utilized for such sales; and be it,

**Resolved further,** That the Superintendent will develop and implement with the Office of the Inspector General an audit program that will monitor compliance of this resolution; and be it

**Resolved further,** That unauthorized contracts shall be immediately declared void and appropriate disciplinary action shall be taken for violation of this policy; and be it,

**Resolved further,** That to assist in the implementation of this resolution, the Superintendent will, in collaboration with health organizations, disseminate information on healthy beverage sale options to all schools prior to January 2004, including resources on healthy beverages identified by the District's Linking Education, Activity, and Food (LEAF Grant) schools; and be it,

**Resolved further,** That the Superintendent will establish a working group that will represent the areas of instruction, student health, school operations and business services, in consultation with the Child Nutrition Advisory Committee, and that this group will review current food policies and enforcement of such policies, develop implementation procedures for competitive food sales, and develop programs in the areas of physical education and nutrition education for both students and parents, and will report back to the Board semi annually through fiscal year 2003-2004, and include in the first 6 month report a plan to address the revenue issues; and be it,

**Resolved finally,** That by January 2005 the Superintendent will report to the School Board regarding the progress of this resolution.

# APPENDIX D

## CALL TO ACTION | CHILDHOOD OBESITY ACTION PLAN

*San Diego County*



**A CALL TO ACTION 1:****Engage COUNTY AND CITY GOVERNMENTS to advance the following strategies to prevent childhood obesity:**

- A. Modify current city and county general plans so that walking and cycling paths are incorporated into existing communities to safely accommodate pedestrians, cyclists and others using non-motorized transportation. Priorities should be paths that lead to food outlets that serve healthy foods as well as to parks and other venues that provide opportunities for physical activity.
- B. Design plans for new communities, capital improvement projects and large construction projects so that schools, parks, stores and other facilities are within easy walking and bicycling distance to residential areas and so that there are walking/cycling paths that encourage physical activity.
- C. Establish “safety corridors” and routes to school including “complete streets” design for children to encourage walking and bicycling. This includes wider sidewalks, barriers between the streets and walkways, increased security during hours that children are traveling to and from school, and strictly enforced speed zones.
- D. Increase quantity, quality and accessibility of parks and natural open spaces in order to encourage physical activity among youth.
- E. Revise and disseminate maps of walking and bicycling routes throughout the county (including information on mileage, sidewalk routes, bike paths, etc.).

**The Greater San Diego Recreation and Park Coalition for Health and Wellness**

The Greater San Diego Recreation and Park Coalition for Health and Wellness is a collaboration of park and recreation professionals from 14 San Diego area cities and the County of San Diego. Its mission is to create healthy communities by advocating recreation and parks agencies as a first choice for health and wellness activities. In addition to developing new health and wellness programs, Coalition achievements include:

- The Cities of Coronado, Solana Beach, Carlsbad, Encinitas, Oceanside, Poway, San Marcos, Escondido, Vista and the County of San Diego joined forces in coordinating a Health and Wellness Camp Day for nearly 700 children. The day’s activity focused on educating children about the importance of nutrition while providing them with a variety of unique physical activity options to develop long-term interests.
- A website has been created ([www.goplaygetfit.com](http://www.goplaygetfit.com)) to promote the variety of health and wellness programs and services offered by participating agencies. Through the website, individuals may access opportunities by region or by specific activity preference.

- F. Sponsor and promote opportunities for children, youth and their families to engage in physical activities, with focus on the following:
  - A large and varied selection of activities (i.e., competitive and non-competitive; individual and team; separated genders and mixed) that attract persons of various cultures so that any individual is likely to regard one or more as “fun”
  - Activities that are likely to meet needs of people with various abilities and body types
  - Activities that lend themselves to life-long participation
  - Activities that are located in low-income areas and areas with high rates of obesity-related conditions
- G. Develop breastfeeding accommodations in public facilities, as breastfeeding helps prevent childhood obesity.
- H. Ensure that vending machines on all county- and city-owned and/or leased land, space and facilities have healthy choices and encourage community partners to do the same.
- I. Coordinate efforts to address and prevent childhood obesity across government departments and jurisdictions.
- J. The County Health and Human Services Agency (HHSA) will coordinate with other County government agencies and incorporated cities to help implement the *Childhood Obesity Action Plan* and will work collaboratively with private and public sectors to increase resources that address childhood obesity.

**A CALL TO ACTION 2:**

**Engage HEALTHCARE SYSTEMS AND PROVIDERS to advance the following strategies to prevent and treat childhood obesity:**

- A. Include obesity prevention, screening and referrals in routine clinical practice.
- B. Include obesity prevention and screening in quality assessment measures for health insurers, health plans, and quality improvement and accrediting organizations.
- C. Train healthcare providers and health profession students in effective obesity prevention and treatment techniques.
- D. Provide resources and information for healthcare providers on prevention and treatment of overweight and obesity.
- E. Routinely track body mass index (BMI) and provide patients with relevant, evidence-based counseling and referrals in a culturally competent manner. Providers should be knowledgeable about patients' cultures, traditions and languages.
- F. Develop a family-centered, multidisciplinary curriculum based on best practices for teaching patients about obesity prevention and treatment.
- G. Expand and implement culturally appropriate health education classes on exercise, nutrition, food shopping, meal planning, cooking and other areas that would increase patients' knowledge and skills to make healthy changes.
- H. Promote breastfeeding, 30 to 60 minutes of physical activity and consumption of a minimum of five fruits and vegetables a day in collaboration with ethnically specific organizations that target nutrition education outreach.
- I. Partner with businesses, government, associations of schools, faith communities and other organizations to finance healthcare provider activities including obesity screening and nutrition and physical education.

***Provide advocacy to:***

- J. Classify obesity as a disease category for reimbursement coding.
- K. Assure that food assistance programs such as Women, Infants and Children (WIC) provide adequate vouchers for fruits and vegetables and other healthy foods that can be used at farmers' markets and other venues.
- L. Reform food labeling so that information can be easily understood by the public.
- M. Increase government resources to support healthcare and treatment of obesity.
- N. Increase availability of affordable, nutritious and safe foods to decrease hunger and reduce the tendency to fend off hunger with readily available, inexpensive, high-calorie foods that have little or no nutritional value.

**KP KIDS Weight Management Program**

KP KIDS is a six-week multidisciplinary weight management program that involves nutrition, medical and behavioral education and an exercise component. The goal of KP KIDS is to promote healthy lifestyle changes to maintain and reduce children's body mass index (BMI). Children ages five through 12 may attend with at least one parent or caregiver.

Each 90-minute session presents healthy eating and lifestyle choices in an interactive, fun atmosphere. The children make and sample healthy snacks and play interactive games to get them moving. Children can earn "Kaiser Bucks" to purchase toys from a treasure chest by answering questions during class and completing simple homework assignments such as weekly activity logs. Pedometers are provided to encourage walking and other physical activity between classes.

KP KIDS is currently offered at three Kaiser Permanente centers. At least 70% of the children participating have maintained or decreased their BMI. The course completion rate is higher than for most existing weight management programs.

**A CALL TO ACTION 3:****Engage SCHOOLS AND BEFORE- AND AFTER-SCHOOL PROVIDERS to advance the following strategies to prevent childhood obesity:**

- A. Adopt and implement a “Gold Standard” school wellness policy that includes the following provisions:
- Provide students with health education that addresses nutrition, physical activity and adoption of other obesity preventive lifestyle choices. Use sequential, skills-based and evidence-based curricula that include family involvement.
  - Integrate obesity prevention content into the general education curriculum.
  - Expand physical activity opportunities beyond state physical education requirements.
  - Ban use of food as a reward/punishment.
  - Adopt standards for cafeteria, other food outlets, vending machines, school stores and before- and after-school programs that meet USDA Dietary Guidelines and state mandates.
  - Develop guidelines for healthy fundraising.
  - Eliminate on-campus advertising of high-sugar and high-fat foods and beverages.
- B. Provide culturally and linguistically appropriate education on nutrition and physical activity to students, teachers, food service staff, coaches, nurses, before- and after-school providers and parents at low or no cost.
- C. Provide all students with physical education classes and other opportunities for physical activity during the school day to help children have at least 60 minutes per day of vigorous physical activity.
- D. Reduce or subsidize student fees related to school athletic activities including the purchase of athletic uniforms and equipment.

**Vista Unified School District  
Vending Machine Policy**

The Child Nutrition Services department at Vista Unified School District developed a vending machine policy that eliminates unhealthy foods and beverages and replaces them with healthy choices.

With support from the superintendent of schools, the project was piloted in 2001 at Vista High School. Child Nutrition Services staff took over vending machine operation as vending contracts expired. They replaced beverage machines that promoted soft drink brands with glass front machines, brought in carousel style snack machines, and cleaned up the areas around vending machines to make them more accessible. Chips and candy were replaced with foods such as fresh fruits, vegetables and yogurt. Sodas were eventually phased out in favor of water, juice and sports drinks.

The program has been successful on numerous fronts and has been expanded to additional schools in the district. Children now have the opportunity to get a healthy snack at any time during the school day. In addition, revenue from vending machines has increased significantly. For example, vending machine revenue at Vista High School has increased from \$9,000 to \$41,000 annually.

- E. Establish school gardens and use the produce in school meals.
- F. Improve access to and affordability of fresh fruits and vegetables in all schools.
- G. Partner with community agencies and healthcare providers to provide school-based counseling programs that address the emotional needs of overweight children and their parents, eliminate related bullying at school, and direct children and families to resources where they can set and meet nutrition and fitness goals.
- H. Use school facilities outside of school hours for physical activity programs offered by schools and/or community-based organizations.
- I. Eliminate advertising, selling and distribution of unhealthy foods and beverages at before- and after-school programs.
- J. Encourage schools and before- and after-school providers using school space to collaborate to develop healthy policies and facilities for their mutual use.
- K. Partner with businesses, government, faith communities and other organizations to finance school activities including wellness policies and nutrition and physical education.

**A CALL TO ACTION 4:**

**Engage CHILDCARE AND PRESCHOOL PROVIDERS to advance the following strategies to prevent childhood obesity:**

- A. Train childcare providers and preschool staff to provide education and resources to parents on child and family nutrition and physical activity.
- B. Assist teachers and childcare providers to utilize innovative methods and provide fun activities to promote healthy nutrition and physical activity with children.
- C. Educate parents on how to assess and select childcare sites and preschools for their healthy nutrition and physical activity opportunities for children, as well as for their ability to involve families in physical activity and nutritional programming.
- D. Encourage teachers and childcare providers to model behaviors that demonstrate healthy eating and physically active lifestyles for parents and children.
- E. Institute healthy food and beverage standards that are consistent with USDA Dietary Guidelines for all food items available at childcare sites (including licensed family child care sites) and preschools.
- F. Partner with businesses, government, associations of schools, faith communities and other organizations to finance activities including nutrition and physical education.

**YMCA Childcare Nutrition and Physical Activity Program**

YMCA of San Diego County Childcare Resource Service Department received a grant from the First 5 Commission to develop a model for training childcare providers on ways to prevent childhood obesity. Working in collaboration with the Coalition on Children and Weight San Diego, YMCA staff created a two-hour course offered at no charge to all childcare providers in San Diego County, with a focus on in-home providers. Providers access the course through the YMCA's existing referral system.

Training curriculum includes: health factors related to childhood obesity; nutrition and tips for providing healthy meals and snacks; helping children develop healthy relationships with food; promoting physical activity; limiting screen time; the importance of breastfeeding; food sanitation; oral hygiene; and policy development for childcare centers and sites.



**A CALL TO ACTION 5:****Engage COMMUNITY-BASED ORGANIZATIONS, FAITH-BASED ORGANIZATIONS AND YOUTH ORGANIZATIONS to advance the following strategies to prevent childhood obesity:**

- A. Enlist and empower community-based organizations to reach their members to organize family physical activities and to increase awareness of healthy lifestyles.
- B. Enlist and empower faith congregations to reach their members to organize family physical activities and to increase awareness of healthy lifestyles.
- C. Enlist and empower youth organizations to reach their members to organize family physical activities and to increase awareness of healthy lifestyles.
- D. Take the lead to promote with parents limiting children's and families' screen time (television, computer, etc.) to a maximum of two hours per day.
- E. Eliminate advertising and selling of unhealthy foods and beverages to children and youth at community, faith-based and youth organizations.
- F. Partner with businesses, government, associations of schools and other organizations to finance healthy youth activities including nutrition education and physical fitness.
- G. Develop a common means of communication such as weekly e-messages or mailers so that involved organizations can stay informed about what each entity is doing about obesity.

**Faith-Based Approach to Community Health**

The Faith-Based Approach to Community Health (F-BACH) is a program of the San Diego Black Health Associates designed to focus attention on diseases that adversely affect the African American community. F-BACH uses the influence of African American churches to target specific diseases and health conditions through monthly forums and dialogue among community members.

Beginning in January 2004, F-BACH has sponsored a series of health-related forums targeting African Americans throughout San Diego County. These forums focus on those diseases and health issues, including obesity, that have a particular impact on African Americans. A different church in local African American communities hosts each forum. A key element of the forums is collaboration with community agencies whose major focus is the same as the monthly health topic.

**Healthy Eating, Active Communities**

Healthy Eating, Active Communities (HEAC) is a four-year strategic initiative of The California Endowment designed to reduce disparities in obesity and diabetes among children in California by improving food and physical activity environments. One of six collaboratives to receive funding, the South Bay Partnership and its co-grantees—the County of San Diego Health and Human Services Agency, South Region; Sweetwater Union High School District; and Chula Vista Elementary School District—strive to implement environmental prevention strategies in the project area of West Chula Vista. The outcome of this project will be improved access to physical activities and nutritious foods in schools, after-school programs, and neighborhoods.

Through the local HEAC project, youth and adults will be trained to assess environmental conditions and advocate for healthier school environments and policy changes. Healthcare providers will be engaged to play a larger role in advocating for community-based prevention and will be trained to emphasize obesity prevention in their clinical interactions. The business sector will also be engaged in order to positively impact marketing and advertising practices.

### A CALL TO ACTION 6:

**Engage MEDIA OUTLETS and the MARKETING INDUSTRY to advance the following strategies to prevent childhood obesity:**

- A. Partner with other domains (i.e., government; healthcare; schools; childcare, preschools and before- and after-school providers; community-based, faith-based and youth organizations; and businesses) to create a culturally sensitive, youth-driven media campaign that addresses healthy lifestyles and portrays diverse youth in a way that makes healthy eating “cool”.
- B. Partner with other domains to conduct a countywide campaign to foster public awareness of the health benefits of regular physical activity, healthy nutrition choices, and maintaining a healthy weight.
- C. Partner with other domains to increase awareness of programs that provide low/no-cost physical activity opportunities for youth.
- D. Partner with schools to promote the appeal of healthy foods at primary and secondary schools in the same way fast foods are marketed.
- E. Partner with businesses to limit advertising and promotion of unhealthy foods and beverages aimed directly at young children.
- F. Partner with businesses, government, associations of schools, faith communities and other organizations to finance marketing activities that promote nutrition education and physical activity.



#### Get Fit and Thrive Challenge

KyXy-FM 96.5 partnered with Kaiser Permanente, the Coalition on Children and Weight San Diego and local businesses to develop the “Get Fit and Thrive Challenge,” an outreach and education campaign designed to improve the health of families. Through 60-second commercials, KyXy listeners were encouraged to complete certain health-related tasks in order to obtain a reward.

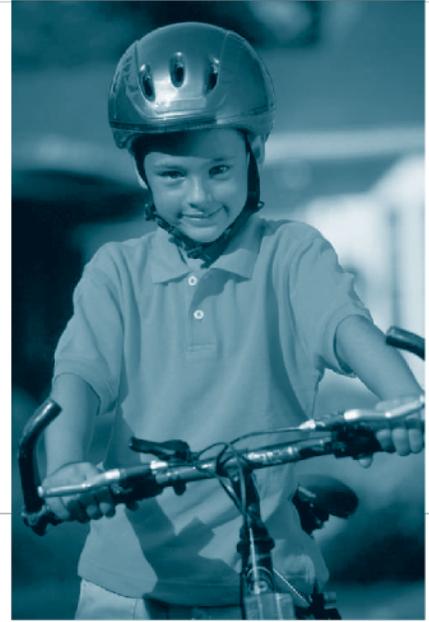
Tasks included simple healthy changes families could easily incorporate into their lifestyles and included the involvement of participating sponsors. For example, partnering libraries selected books to create a “health awareness” section for children and sponsoring restaurants added special healthy children’s menus. Each task included some kind of “proof of participation,” such as receipt from the library or restaurant or a picture of their family exercising.

Participants downloaded a card from KyXy’s interactive website, which listed the different tasks to be checked off as they were completed. Participants who completed three of six tasks and mailed in their cards with proof of participation received a child’s ticket to Legoland and were entered into a drawing for a grand prize.

At the completion of the challenge, KyXy received over 196,000 website hits and over 100 families returned completed participation cards.

**A CALL TO ACTION 7:****Engage BUSINESSES to advance the following strategies to prevent childhood obesity:**

- A. Include healthier food and beverage choices consistent with USDA Dietary Guidelines at fast food and full-service restaurants.
- B. Participate in efforts to publicly acknowledge businesses that support and promote the prevention of childhood obesity through window logos, certificates, media releases, etc.
- C. Increase access to certified farmers' markets, food cooperatives, and community gardens to expand healthy and affordable food options, particularly in low-income and underserved neighborhoods.
- D. Partner with government, associations of schools, faith communities and other organizations to organize and financially support community physical activity clubs and healthy lifestyle projects.

**Healthy Kids' Choice! Initiative**

The Healthy Kids' Choice! Initiative is a San Diego based collaborative effort designed to help children eat more nutritious foods and make healthier choices when eating out at restaurants. The goal of the initiative is to create lasting environmental changes so that making healthy choices is an appealing and readily available option.

Local restaurants are invited to participate as Healthy Kids' Choice! Initiative partners by making commitments to offering healthier menu items for children. For example, restaurants may offer a fresh fruit or vegetable substitution for french fries on the kids' menu; provide non-fried, lean entrée choices; offer sparkling water, milk or 100% juice in place of soft drinks; provide a fresh fruit dessert option; and offer a reward to children for choosing healthier options.

Over 40 restaurants have partnered with the Healthy Kids' Choice! Initiative. Participating establishments receive a framed certificate honoring their participation and are highlighted through local and national media efforts.

## APPENDIX E

### SAMPLE SCHOOL BOARD POLICIES



---

## SAMPLE SCHOOL BOARD POLICIES

More than 80 percent of the school districts in California rely on CSBA's Policy Services to meet their policy needs. CSBA develops sample policies using the following process:

CSBA's Policy Review Committee identified policies for development or revision as a result of new legislation, regulatory changes, judicial or attorney general opinions, education research or best practices, and/or CSBA's philosophy on effective governance and other current topics.

- \* Background materials are gathered and experts are consulted.
- \* Drafts are produced and reviewed by CSBA policy staff.
- \* Final drafts are reviewed by CSBA's legal counsel.
- \* Samples are distributed to client districts for their consideration.

CSBA's materials are samples. Districts are encouraged to tailor the policies to fit their own needs and circumstances. CSBA strongly recommends that district staff reflect on the need for each sample policy provided, gather additional research if necessary, make any necessary changes to the samples in order to reflect local circumstances, and, finally, take the draft policies to the board for consideration, deliberation and adoption.

The following sample board policies and administrative regulations relating to student health and nutrition are included in this guide:

<b>BP 1020</b>	Youth Services
<b>BP 1330</b>	Use of School Facilities
<b>BP 1400</b>	Relations Between Other Governmental Agencies and the Schools
<b>BP1700</b>	Relations Between Private Industry and the Schools
<b>BP 5030</b>	Student Wellness

Note: CSBA's sample policies and administrative regulations are regularly reviewed and revised. Please check with CSBA's Policy Services to ensure you have the most recent version by calling (800) 266-3382. To learn more about CSBA's Policy Services visit us at <http://www.csba.org/Services/Services/PolicyServices.aspx>.

# CSBA SAMPLE BOARD POLICY

---

## **BP 1020** **YOUTH SERVICES**

---

**\*\*\*Note:** *The following optional policy may be revised to reflect district practice. Welfare and Institutions Code 18986-18986.30 encourage the development of a comprehensive and collaborative delivery system of services to children and youth at the local level. For further information about establishing collaborative structures among the leadership of local governments, see the Cities, Counties and Schools Partnership's web site.\*\*\**

---

The Governing Board desires to help all district students achieve to their highest potential regardless of their social, health, or economic circumstances and recognizes that schools alone cannot meet all the complex needs of children. The district shall provide support services for children and families to the extent possible and shall work with other local governments, businesses, foundations, and community-based organizations, as appropriate, to improve the health, safety, and well-being of the community's youth.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5030 - Student Wellness)  
(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5136 - Gangs)  
(cf. 5141.32 - Health Screening for School Entry)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5141.52 - Suicide Prevention)  
(cf. 5141.6 - School Health Services)  
(cf. 5146 - Married/Pregnant/Parenting Students)  
(cf. 5148 - Child Care and Development)  
(cf. 5148.2 - Before/After School Programs)  
(cf. 5149 - At-Risk Students)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6173 - Education for Homeless Children)  
(cf. 6173.1 - Education for Foster Youth)  
(cf. 6300 - Preschool/Early Childhood Education)

---

**\*\*\*Note:** *In addition to any collaborative efforts that the district may initiate, there are a number of county structures in which district participation is appropriate. For example, if the County Board of Supervisors has established an Interagency Children's Services Coordinating Council pursuant to Welfare and Institutions Code 18986.10-18986.15, that council must include at least one superintendent of a unified school district within*

*the county. In addition, Welfare and Institutions Code 18980-18983.8 provide for the development of a Child Abuse Prevention Coordinating Council within each county and encourage representatives of public and private schools to be included on these councils. Pursuant to Health and Safety Code 130.100.130155, counties also have established First 5 County Commissions which work to help children enter school physically and emotionally healthy and ready to succeed.\*\*\**

---

The Board shall initiate or participate in collaborative relationships with city and county elected officials to design and coordinate multi-agency programs that respond to the needs of children and families and provide more efficient use of district and community resources.

The Board may establish or participate in formal structures for governance teams to regularly meet and discuss issues of mutual concern.

(cf. 0200 - Goals for the School District)

(cf. 9140 - Board Representatives)

The Superintendent and appropriate staff shall cooperate with public and private entities in the planning and implementation of joint projects or activities within the community. The Superintendent or designee may designate a coordinator to ensure effective implementation of the district's responsibilities in any such collaborative project.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

In order to identify priorities for youth services, the Board shall encourage a periodic assessment of children's needs within the community, which may include, but not be limited to, needs based on poverty, child abuse and neglect, poor physical or mental health, homelessness, placement in foster care, lack of access to child care, substance abuse, or violence. The needs assessment also should examine the extent to which those needs are being met through existing services in the district and in the community, the costs of providing those services, and any gaps, delay, or duplication of services.

The Board shall approve the services to be offered by the district, the resources that will be allocated to support collaboration, any use of school facilities for services, and any development or joint use of facilities with other jurisdictions.

(cf. 1330 - Use of School Facilities)

(cf. 3100 - Budget)

All agreements with other agencies to coordinate services or share resources shall be in writing. The Board may establish joint powers agreements or memorandums of understanding, when feasible, to formalize the responsibilities and liabilities of all parties in a collaborative activity.

The Superintendent or designee shall work with interagency partners to explore funding opportunities available through each agency, state and national grant programs, and/or private foundations for youth service coordination and delivery.

---

**\*\*\*Note:** Education Code 49075 authorizes districts to permit access to student records to any person for whom a parent/guardian has provided written consent; see BP/AR 5125 - Student Records.\*\*\*

---

In order to facilitate service delivery or determination of eligibility for services, the district may share information with other appropriate agencies with parent/guardian consent and in accordance with laws pertaining to confidentiality and privacy.

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5125 - Student Records)

The Board shall receive regular reports of progress toward the identified goals of the collaborative effort. The reports may include, but not be limited to, feedback from staff and families regarding service delivery, numbers of children and families served, specific indicators of conditions of children, and indicators of system efficiency and cost effectiveness.

(cf. 0500 - Accountability)

The Board shall communicate with the community about the district's collaborative efforts and the conditions of children within the schools. The Board may advocate for local, state, and national policies, programs, and initiatives designed to improve the conditions of children and youth.

(cf. 1100 - Communication with the Public)

(cf. 1160 - Political Processes)

(cf. 9000 - Role of the Board)

---

## **LEGAL REFERENCE:**

### **EDUCATION CODE**

**8800-8807** Healthy Start support services for children

**49073** Privacy of student records

**49075** Parent/guardian permission for release of student records

**49557.2** Sharing of information for MediCal eligibility

## **HEALTH AND SAFETY CODE**

**120440** Immunization records; release to local health departments

**130.100.130155** Early childhood development; First 5 Commission

## **WELFARE AND INSTITUTIONS CODE**

**5850-5883** Mental Health Services Act

**18961.5** Computerized database; families at risk for child abuse; sharing of information

**18980-18983.8** Child Abuse Prevention Coordinating Council

**18986-18986.30** Interagency Children's Services Act

**18986.40-18986.46** Multidisciplinary services teams

**18986.50-18986.53** Integrated day care program

**18987.6-18987.62** Family-based services

---

## **MANAGEMENT RESOURCES:**

### **CSBA PUBLICATIONS**

Expanding Access to High-Quality Preschool Programs: A Resource Guide for School Leaders, rev. April 2008

Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008

Mental Health Services Act (Proposition 63): Collaborative Opportunity to Address Mental Health, Policy Advisory, October 2007

Maximizing School Board Governance: Community Leadership, 1996

### **CHILDREN NOW PUBLICATIONS**

California Report Card: The State of the State's Children, 2008

### **CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS**

Healthy Children, Healthy Communities: An Action Guide for California Communities, 2006

Stretching Community Dollars: Cities, Counties and School Districts Building for the Future, 2006

#### **YOUTH LAW CENTER PUBLICATIONS**

Model Form for Consent to Exchange Confidential Information among the Members of an Interagency Collaborative, 1995

#### **WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, Learning Support: <http://www.cde.ca.gov/ls>

California Department of Public Health: <http://www.cdph.ca.gov>

California Department of Social Services: <http://www.dss.cahwnet.gov>

California State Association of Counties: <http://www.csac.counties.org>

Children Now: <http://www.childrennow.org>

Cities, Counties and Schools Partnership: <http://www.ccspartnership.org>

First 5 California: <http://www.cfcf.ca.gov>

League of California Cities: <http://www.cacities.org>

Youth Law Center: <http://www.ylc.org>

(9/90 10/96) 7/08

# CSBA SAMPLE BOARD POLICY

---

## **BP 1330** **USE OF SCHOOL FACILITIES**

---

*\*\*\*Note: The use of school facilities is governed by both court decisions and the Civic Center Act (Education Code 38130-38138). Use of facilities by religious groups can be controversial. Generally, districts must give religious groups the same after-school access to school facilities as is given to other community organizations for similar purposes. In *Lamb's Chapel v. Center Moriches Union Free School District* and *Good News Club v. Milford Central School*, the U.S. Supreme Court held that school districts may not deny after-school access to school facilities on the grounds that the groups will be discussing subjects from a religious viewpoint. \*\*\**

---

The Governing Board recognizes that district facilities and grounds are a community resource and authorizes their use by community groups for purposes provided for in the Civic Center Act when such use does not interfere with school activities.

(cf. 6145.5 - Student Organizations and Equal Access)

All school-related activities shall be given priority in the use of facilities and grounds under the Civic Center Act. Thereafter, the use shall be on a first-come, first-served basis.

---

*\*\*\*Note: Education Code 38133 mandates that the Board develop rules and regulations related to the management, direction, and control of school facilities. The rules must include at least the items specified below.\*\*\**

---

The Superintendent or designee shall maintain procedures and regulations for the use of school facilities and grounds that: (Education Code 38133)

- 1. Aid, encourage, and assist groups** desiring to use school facilities for approved activities
- 2. Preserve order in school buildings and on school grounds** and protect school facilities, designating a person to supervise this task, if necessary  
  
(cf. 0450 - Comprehensive School Safety Plan)  
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
- 3. Ensure that the use of school facilities or grounds is not inconsistent** with their use for school purposes and does not interfere with the regular conduct of school work

---

## FEES

---

**\*\*\*Note:** Education Code 38134 mandates a policy stating which activities and organizations shall be charged direct costs. Boards are authorized under Education Code 38134 to charge an amount not to exceed direct costs for the use of school facilities or grounds by nonprofit organizations, clubs, or associations organized to promote youth and school activities. "Direct costs" are defined as the cost of supplies, utilities, janitorial services, services of any other district employees, and salaries necessitated by the organization's use of the facilities and grounds. Option 1 is for use by districts that choose to charge at least direct costs to all nonprofit groups.

Option 2 is for use by districts that choose to grant free use to nonprofit groups organized to promote youth and school activities. Pursuant to Education Code 38134, the district must charge at least direct costs to religious groups using facilities to conduct services. In the past, some districts had broadly Education Code 38134 to require all religious groups, such as after-school bible clubs, to pay direct costs while allowing free use to other non-profit groups organized to promote youth activities, such as the Boy Scouts. However, a federal district court held that such a policy was likely to be found unconstitutional because it discriminated against non-profit religious organizations that were promoting youth activities. Although these decisions are not published and therefore are not legal precedent, Option 2 is consistent with the court's ruling. Districts that wish to give free use to some groups, but charge other groups, should proceed cautiously and ensure that such free use is granted on a reasonable and nondiscriminatory basis. It is strongly recommended that districts consult legal counsel before deciding which groups will be charged and, based upon legal counsel's advice, discuss whether it would be appropriate to specifically name the community groups that will be charged in the district's policy. In addition, these and other cases question the legality of even charging fees for the conduct of traditional religious service. Again, it is recommended that districts consult legal counsel.

**Note:** Option 3 is for use by districts that grant free use only to school-related organizations.\*\*\*

---

### **OPTION 1: (Direct costs to all community groups)**

The Board believes that the use of school facilities or grounds should not result in costs to the district. The Board shall charge at least direct costs to all groups granted facility use under the Civic Center Act.

### **OPTION 2: (No charge to nonprofit youth- and school-oriented organizations)**

The Board authorizes the use of school facilities or grounds without charge by nonprofit organizations, clubs, or associations organized to promote youth and school activities. In accordance with Education Code 38134(a), these groups include, but are not limited to, Girl Scouts, Boy Scouts, Camp Fire, Inc., parent-teacher associations, and school-community advisory councils. Other groups,

including nonprofit groups not organized to promote youth and school activities or for-profit groups that request the use of school facilities under the Civic Center Act, shall be charged at least direct costs.

**OPTION 3: (No charge to school-related organizations)**

The Board shall grant the use of school facilities or grounds without charge to school-related organizations whose activities are directly related to or for the benefit of district schools. Other groups requesting the use of school facilities under the Civic Center Act shall be charged at least direct costs.

---

**\*\*\*Note:** *The following paragraph is for use by all districts.*

*Education Code 38134 states that the district must charge fair rental value when facilities are used for fund-raising activities which are not beneficial to youth, public school activities, or charitable purposes, under the conditions specified below. "Fair rental value" is defined as direct costs plus the amortized costs of the school facilities or grounds used for the duration of the activity.\*\*\**

---

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134)

---

**LEGAL REFERENCE:**

**EDUCATION CODE**

**10900-10914.5** Community recreation programs

**32282** School safety plan

**37220** School holidays

**38130-38138** Civic Center Act, use of school property for public purposes

**BUSINESS AND PROFESSIONS CODE**

**25608** Alcoholic beverage on school premises

**MILITARY AND VETERANS CODE**

**1800** Definitions

## **UNITED STATES CODE, TITLE 20**

**7905** Equal access to public school facilities

## **COURT DECISIONS**

Good News Club v. Milford Central School, (2001) 533 U.S. 98

Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384

Cole v. Richardson, (1972) 405 U.S. 676

Connell v. Higgenbotham, (1971) 403 U.S. 207

ACLU v. Board of Education of Los Angeles, (1961) 55 Cal .2d 167

Ellis v. Board of Education, (1945) 27 Cal.2d 322

## **ATTORNEY GENERAL OPINIONS**

**82** Ops.Cal.Atty.Gen. 90 (1999)

**79** Ops.Cal.Atty.Gen. 248 (1996)

---

## **MANAGEMENT RESOURCES:**

### **CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES**

**1101.89** School District Liability and "Hold Harmless" Agreements, LO: 4-89

### **WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

(6/97 3/04) 11/06

# CSBA SAMPLE BOARD POLICY

---

## **BP 1400** **RELATIONS BETWEEN OTHER GOVERNMENTAL** **AGENCIES AND THE SCHOOLS**

The Governing Board recognizes that agencies at all levels of government share its concern and responsibility for the health, safety, and welfare of youth. The Board and Superintendent or designee shall initiate and maintain good working relationships with representatives of these agencies in order to help district schools and students make use of the resources which governmental agencies can provide.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 1020 - Youth Services)  
(cf. 1330 - Use of School Facilities)  
(cf. 3515.2 - Disruptions)  
(cf. 3515.3 - District Police/Security Department)  
(cf. 3515.5 - Sex Offender Notification)  
(cf. 3516 - Emergencies and Disaster Preparedness Plan)  
(cf. 5030 - Student Wellness)  
(cf. 5131.7 - Weapons and Dangerous Instruments)  
(cf. 5141.22 - Infectious Diseases)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5145.11 - Questioning and Apprehension)  
(cf. 5145.12 - Search and Seizure)  
(cf. 7131 - Relations with Local Agencies)

The district may enter into agreements with other agencies which involve the exchange of funds or reciprocal services. Such agreements shall be approved by the Board and executed in writing.

### **Elections/Voter Registration**

---

**\*\*\*Note:** Pursuant to Elections Code 12283, an elections official requesting the use of a school building as a polling place must include in his/her request a list of the schools needed. Such requests must be made within sufficient time before the start of the school year so that the Governing Board can determine and notify parents/guardians whether (1) the school will remain in session on those days, (2) the school day will be designated for staff training and development, or (3) the school will be closed to students and nonclassified employees. See BP 6111 - School Calendar.\*\*\*

---

If a city or county elections official specifically requests the use of a school building as a polling place, the Board shall allow its use for such purpose. The Board may authorize the use of school buildings as polling places on any election day, and may also authorize the use of school buildings, without cost, for the storage of voting machines and other vote-tabulating devices. If school will be in session, the Superintendent or designee shall identify to elections officials the specific areas of the school buildings not occupied by school activities that will be allowed for use as polling places. (Elections Code 12283)

(cf. 6111 - School Calendar)

When a school is used as a polling place, the Superintendent or designee shall provide the elections official a site with an adequate amount of space that will allow the precinct board to perform its duties in a manner that will not impede, interfere, or interrupt the normal process of voting and shall make a telephone line for Internet access available for use by local elections officials if so requested. He/she shall make a reasonable effort to ensure that the site is accessible to disabled persons. (Elections Code 12283)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

---

**\*\*\*Note:** *The following paragraph is for use by districts that maintain high schools. Elections Code 2146 requires the Secretary of State to annually provide high schools with enough voter registration forms for all students who are of voting age or will be of voting age by the end of the year. As added by SB 854 (Ch. 481, Statutes of 2007), Elections Code 2148 requires every high school to designate a contact person and provide his/her address, telephone number, and email address to the Secretary of State to facilitate the distribution of the voter registration materials. \*\*\**

---

The Superintendent or designee shall designate a contact person at each high school for the Secretary of State to contact in order to facilitate the distribution of voter registration forms to eligible students. The Superintendent or designee shall provide the address, phone number, and email address of each contact person to the Secretary of State. (Elections Code 2148)

---

**\*\*\*Note:** *The following optional paragraph is for use by districts that maintain high schools and should be revised to reflect district practice. Elections Code 2146 encourages, but does not require, schools to provide students with the opportunity and means to register to vote, such as distributing voter registration forms in the manner described below. \*\*\**

---

To encourage students to participate in the elections process when they are eligible, the Superintendent or designee shall determine the most effective means of distributing the voter registration forms provided by the Secretary of State including, but not limited to, distributing the forms at the start of the school year, with orientation materials, at central locations, and/or with graduation materials.

(cf. 6142.3 - Civic Education)

---

## **LEGAL REFERENCE:**

### **EDUCATION CODE**

**10900-10914.5** Cooperative community recreation programs

**12400** Authority to receive and expend federal funds

**12405** Authority to participate in federal programs

**17050** Joint use of library facilities

**17051** Joint use of park and recreational facilities

**32001** Fire alarms and drills

**32288** Notice of safety plan

**35160** Authority of governing boards

**35160.1** Broad authority of school districts

**48902** Notification of law enforcement agencies

**48909** District attorney may give notice student drug use, sale or possession

**49305** Cooperation of police and California Highway Patrol

**49402** Contracts with city, county or local health departments

**49403** Cooperation in control of communicable disease and immunization

**51202** Instruction in personal and public health and safety

## **ELECTIONS CODE**

**2145-2148** Distribution of voter registration forms

**12283** Polling places: schools

## **WELFARE AND INSTITUTIONS CODE**

**828** Disclosure of information minors by law enforcement agency

**828.1** School district police department; disclosure of juvenile criminal records

---

## **MANAGEMENT RESOURCES:**

### **WEB SITES**

CSBA: <http://www.csba.org>

California Secretary of State: <http://www.ss.ca.gov>

California Voter Foundation: <http://www.calvoter.org>

Cities, Counties, and Schools Partnership: <http://www.ccspartnership.org>

(6/91 11/03) 11/07

# CSBA SAMPLE BOARD POLICY

## RELATIONS BETWEEN PRIVATE INDUSTRY AND THE SCHOOLS

---

### BP 1700 COMMUNITY RELATIONS

---

**\*\*\*Note:** *The following optional policy may be revised to reflect district practice.\*\*\**

---

The Governing Board recognizes that private industry and the schools have a mutual interest in maximizing student achievement in order to prepare students to be productive citizens and contribute to the economic health of the community. The Board shall encourage local business involvement in efforts that support the core mission and goals of the district and promote the academic, social, and physical well-being of students.

(cf. 0000 - Vision)  
(cf. 0200 - Goals for the School District)  
(cf. 6142.3 - Civic Education)  
(cf. 6142.4 - Service Learning/Community Service Classes)

The Board and the Superintendent or designee shall develop strategies to initiate business partnerships and shall communicate with business partners about district needs and priorities. The Superintendent or designee may assign district staff to coordinate community/business outreach efforts on behalf of the district and work to ensure equitable distribution of business involvement across all district schools.

(cf. 9000 - Role of the Board)

Businesses and industry and/or their representatives may support district schools and programs by:

**1. Volunteering in the classroom or school, providing special instructional programs or assemblies, and serving as tutors or mentors for individual students**

(cf. 1240 - Volunteer Assistance)  
(cf. 1250 - Visitors/Outsiders)

---

**\*\*\*Note:** *Education Code 41032 authorizes the Governing Board to accept gifts and to prescribe conditions for their acceptance; see BP 3290 - Gifts, Grants and Bequests.\*\*\**

---

**2. Donating funds, products, instructional materials, or services that serve an educational purpose**

- (cf. 1260 - Educational Foundation)
- (cf. 3290 - Gifts, Grants and Bequests)
- (cf. 6161.1- Selection and Evaluation of Instructional Materials)
- (cf. 9270 - Conflict of Interest)

---

**\*\*\*Note:** Item #3 below is for use by districts that allow paid advertisement by commercial enterprises in school-sponsored publications or on school property and have set criteria for approval of such advertising; see AR 1325 - Advertising and Promotion.\*\*\*

---

**3. Purchasing advertisements in school-sponsored publications or on school property in accordance with law and Board policy**

- (cf. 1325 - Advertising and Promotion)
- (cf. 3312 - Contracts)

**4. Serving on advisory committees in order to provide business expertise or perspectives**

- (cf. 1220 - Citizen Advisory Committees)
- (cf. 5030 - Student Wellness)

---

**\*\*\*Note:** Item #5 below is for use by districts that offer career technical education and/or work experience education programs in any of grades 7-12. Districts offering career technical education are required by Education Code 8070 to establish an advisory committee which must include business representation. 20 USC 2354 requires involvement of business representatives in the development, implementation, and evaluation of career technical education programs funded by the Carl D. Perkins Career and Technical Education Act of 2006; see BP/AR 6178 - Career Technical Education.\*\*\*

---

**5. Working with district staff to ensure the relevance and rigor of the district's career technical education program and providing work opportunities for students enrolled in these programs**

- (cf. 5113.2 - Work Permits)
- (cf. 6178 - Career Technical Education)
- (cf. 6178.1 - Work Experience Education)

**6. Engaging in other activities approved by the Superintendent or designee that are designed to increase student learning or support school operations**

The Board urges employers to further support the schools by recognizing their employees' needs as parents/guardians, accommodating their needs for child care, and supporting their involvement with their children's schools.

- (cf. 5020 - Parent Rights and Responsibilities)
- (cf. 6020 - Parent Involvement)

The Superintendent or designee may publicly acknowledge the support of a business partner in district communications and/or by allowing the use of the business name or logo on donated products or materials, but shall not unduly promote or endorse any commercial activity or products. He/she also may recommend Board commendation to those individuals and/or businesses that have made extraordinary contributions to the district.

(cf. 1150 - Commendation and Awards)

The Superintendent or designee shall regularly report to the Board regarding the district's progress in establishing and sustaining business partnerships and the ways in which businesses have supported district programs.

(cf. 0500 - Accountability)

---

## **LEGAL REFERENCE:**

### **EDUCATION CODE**

**8070** Career technical education advisory committee

**35160** Authority of governing boards

**35160.1** Broad authority of school districts

**41030-41037** Gifts and bequests

**51760-51769.5** Work experience education

**52300-52499.66** Career technical education

### **UNITED STATES CODE, TITLE 20**

**2301-2414** Carl D. Perkins Career and Technical Education Act of 2006, especially:

**2354** Local plan for career technical education, business involvement

---

## **MANAGEMENT RESOURCES:**

### **CSBA PUBLICATIONS**

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

Maximizing School Board Governance: Community Leadership, 1996

### **COUNCIL FOR CORPORATE AND SCHOOL PARTNERSHIPS PUBLICATIONS**

A How-To Guide for School-Business Partnerships

### **NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS**

Building Business Support for School Health Programs, 1999

### **WEB SITES**

CSBA: <http://www.csba.org>

California Consortium of Education Foundations: <http://www.cceflink.org>

California Department of Education, Parents/Family and Community: <http://www.cde.ca.gov/ls/pf>

Council for Corporate and School Partnerships: <http://www.corpschoolpartners.org>

National Association of State Boards of Education: <http://www.nasbe.org>

(10/85 9/91) 3/08

# CSBA SAMPLE BOARD POLICY

---

## **BP 5030** **STUDENTS**

---

**\*\*\*Note:** *The federal Child Nutrition and Women, Infants and Children (WIC) Reauthorization Act of 2004 (42 USC 1751 Note) mandates each district participating in the National School Lunch Program (42 USC 1751-1769) or any program in the Child Nutrition Act of 1966 (42 USC 1771-1791), including the School Breakfast Program, to adopt a districtwide school wellness policy with specified components by the beginning of the school year after July 2006. The following policy fulfills this mandate and should be revised to reflect district practice. Districts should consider reviewing other related policies for consistency, including BP 3312 - Contracts, BP/AR 3550 - Food Service/Child Nutrition Program, BP/AR 3553 - Free and Reduced Price Meals, BP/AR 3554 - Other Food Sales, BP/AR 6142.7 - Physical Education, and BP/AR 6142.8 - Comprehensive Health Education.*

*CSBA's Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide summarizes research on the relationship between nutrition and physical activity and student achievement, provides worksheets for policy development, and contains other resources that may be useful in the development of the wellness policy. In addition, the Note in 42 USC 1751 requires the U.S. Secretary of Agriculture to provide information and technical assistance through the Centers for Disease Control and Prevention*

*The following paragraph links student wellness with the components of a coordinated school health approach recommended in the California Department of Education's (CDE) Health Framework for California Public Schools and may be revised to reflect district practice.\*\*\**

---

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

(cf. 3513.3 - Tobacco-Free Schools)  
(cf. 3514 - Environmental Safety)  
(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5131.61 - Drug Testing)

- (cf. 5131.62 - Tobacco)
- (cf. 5131.63 - Steroids)
- (cf. 5141 - Health Care and Emergencies)
- (cf. 5141.22 - Infectious Diseases)
- (cf. 5141.27 - Food Allergies/Special Dietary Needs)
- (cf. 5141.3 - Health Examinations)
- (cf. 5141.31 - Immunizations)
- (cf. 5141.32 - Health Screening for School Entry)
- (cf. 5141.6 - School Health Services)
- (cf. 5142 - Safety)
- (cf. 5146 - Married/Pregnant/Parenting Students)
- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)
- (cf. 6164.2 - Guidance/Counseling Services)

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school web site, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

- (cf. 1113 - District and School Web Sites)
- (cf. 6020 - Parent Involvement)

### School Health Council/Committee

---

**\*\*\*Note:** *The following optional section may be revised to reflect district practice. The Note in 42 USC 1751 required that the district’s wellness policy be developed with the involvement of parents/guardians, students, school food service professionals, school administrators, Governing Board representatives, and members of the public. One method to achieve continuing involvement of those groups and other key stakeholders could be through the creation of a school health council, as recommended in the CDE’s Health Framework for California Public Schools.*

*Pursuant to Government Code 54952, committees created by formal action of the Board are subject to open meeting laws (the Brown Act). In Frazer v. Dixon Unified School District, the court held that the adoption of a Board policy that required the appointment of a committee to advise the Superintendent and, in turn, the Board was a committee created by “formal Board action” and therefore the committee’s meetings were subject to the Brown Act. Districts should consult legal counsel when questions arise regarding the applicability of Brown Act requirements to district or school committees. Committees that are created by the Superintendent or designee to advise the administration and that do not report to the Board are not required to comply with the Brown Act but must comply with other, less complex procedural requirements. See AR 1220 - Citizen Advisory Committees.\*\*\**

---

The Superintendent or designee may appoint a school health council or other committee consisting of parents/guardians, students, food service employees, district and school site administrators, Board representatives, health professionals, school nurses, health educators, physical education teachers, counselors, members of the public, and/or others interested in school health issues.

(cf. 1220 - Citizen Advisory Committees)

(cf. 9140 - Board Representatives)

The school health council or committee shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the council's charge(s) may include the planning and implementation of activities to promote health within the school or community.

### **Nutrition Education and Physical Activity Goals**

---

**\*\*\*Note:** *The Note in 42 USC 1751 mandates that the district's wellness policy include goals for nutrition education and physical activity, as specified below. \*\*\**

---

The Board shall adopt goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines appropriate. (42 USC 1751 Note)

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

---

**\*\*\*Note:** *The remainder of this section provides policy language to address this mandated topic and should be revised to reflect district practice.\*\*\**

---

The district's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

Nutrition education shall be provided as part of the health education program in grades K-12 and, as appropriate, shall be integrated into other academic subjects in the regular educational program. Nutrition education also may be offered through before- and after-school programs.

(cf. 5148.2 - Before/After School Programs)

(cf. 6142.8 - Comprehensive Health Education)

All students in grades K-12 shall be provided opportunities to be physically

active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, extracurricular programs, before- and/or after-school programs, and other structured and unstructured activities.

(cf. 6142.7 - Physical Education)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall encourage staff to serve as positive role models. He/she shall promote and may provide opportunities for regular physical activity among employees. Professional development may include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

The Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, or other means.

(cf. 1325 - Advertising and Promotion)

### Nutritional Guidelines for Foods Available at School

---

**\*\*\*Note:** *The Note in 42 USC 1751 mandates that the district's wellness policy include nutritional guidelines, as specified below.*

*Nutritional standards are detailed in AR 3550 - Food Service/Child Nutrition Program and AR 3554 - Other Food Sales. Education Code 49431.7, as added by SB 490 (Ch. 648, Statutes of 2007), establishes additional nutritional standards prohibiting foods with artificial trans fat, effective July 1, 2009; see AR 3550 and AR 3554.\*\*\**

---

The Board shall adopt nutritional guidelines for all foods available on each campus during the school day, with the objectives of promoting student health and reducing childhood obesity. (42 USC 1751 Note)

---

**\*\*\*Note:** *The remainder of this section provides policy language to address this mandated topic and should be revised to reflect district practice. \*\*\**

---

The Board believes that foods and beverages available to students at district schools should support the health curriculum and promote optimal health. Nutritional standards adopted by the district for all foods and beverages sold to students, including foods and beverages provided through the district's food service program, student stores, vending machines, fundraisers, or other venues, shall meet or exceed state and federal nutritional standards.

(cf. 3312 - Contracts)  
(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3554 - Other Food Sales)  
(cf. 5148 - Child Care and Development)  
(cf. 6300 - Preschool/Early Childhood Education)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

(cf. 1230 - School-Connected Organizations)

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties and by limiting foods or beverages that do not meet nutritional standards to no more than one such food or beverage per party. Class parties or celebrations shall be held after the lunch period when possible.

### Guidelines for Reimbursable Meals

---

**\*\*\*Note:** *The Note in 42 USC 1751 mandates that the district's wellness policy include guidelines for reimbursable meals, as specified below.*

*AR 3550 - Food Service/Child Nutrition Program details nutritional standards for meals and food items reimbursed through the National School Lunch and Breakfast Programs. Education Code 49430.7, as added by SB 80 (Ch. 174, Statutes of 2007), establishes additional nutritional standards for meals and food items reimbursed through the free and reduced-price meal program effective in the 2007-08 fiscal year, conditional upon the availability of state funding.\*\*\**

---

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools. (42 USC 1751 Note)

---

**\*\*\*Note:** *The following paragraph provides policy language to address this mandated topic and should be revised to reflect district practice. \*\*\**

---

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs, to the extent possible.

(cf. 3553 - Free and Reduced Price Meals)

## Program Implementation and Evaluation

---

**\*\*\*Note:** *The Note in 42 USC 1751 mandates that the district's wellness policy establish a plan for measuring the implementation of the policy, including designating persons who will monitor implementation of the district's wellness policy, as provided in the following paragraph.\*\*\**

---

The Board shall establish a plan for measuring implementation of this policy. The Superintendent shall designate at least one person within the district and at each school who is charged with operational responsibility for ensuring that each school site implements this policy. (42 USC 1751 Note)

(cf. 0500 - Accountability)

---

**\*\*\*Note:** *The remainder of this section provides policy language to address this mandated topic and should be revised to reflect district practice. CSBA's publication *Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide* provides further suggestions for fulfilling the Board's monitoring responsibility, including possible data sources. \*\*\**

---

To determine whether the policy is being effectively implemented districtwide and at each district school, the following indicators shall be used:

1. Descriptions of the district's nutrition education, physical education, and health education curricula
2. Number of minutes of physical education instruction offered at each grade span
3. Number and type of exemptions granted from physical education
4. Results of the state's physical fitness test
5. An analysis of the nutritional content of meals served based on a sample of menus
6. Student participation rates in school meal programs
7. Any sales of non-nutritious foods and beverages in fundraisers or other venues outside of the district's meal programs
8. Feedback from food service personnel, school administrators, the school health council, parents/guardians, students, and other appropriate persons
9. Any other indicators recommended by the Superintendent and approved by the Board

The Superintendent or designee shall report to the Board at least every two years on the implementation of this policy and any other Board policies related to nutrition and physical activity.

## Posting Requirements

Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)

---

**\*\*\*Note:** Education Code 49432 authorizes, but does not require, schools to post a summary of nutrition and physical activity laws and regulations. The following paragraph is optional.\*\*\*

---

Each school shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

---

## LEGAL REFERENCE:

### EDUCATION CODE

**33350-33354** CDE responsibilities re: physical education

**49430-49436** Pupil Nutrition, Health, and Achievement Act of 2001

**49490-49494** School breakfast and lunch programs

**49500-49505** School meals

**49510-49520** Nutrition

**49530-49536** Child Nutrition Act

**49540-49546** Child care food program

**49547-49548.3** Comprehensive nutrition services

**49550-49561** Meals for needy students

**49565-49565.8** California Fresh Start pilot program

**49570** National School Lunch Act

**51210** Course of study, grades 1-6

**51220** Course of study, grades 7-12

**51222** Physical education

**51223** Physical education, elementary schools

**51795-51796.5** School instructional gardens

**51880-51921** Comprehensive health education

## **CODE OF REGULATIONS, TITLE 5**

**15500-15501** Food sales by student organizations

**15510** Mandatory meals for needy students

**15530-15535** Nutrition education

**15550-15565** School lunch and breakfast programs

## **UNITED STATES CODE, TITLE 42**

**1751-1769** National School Lunch Program, especially:

**1751** Note Local wellness policy

**1771-1791** Child Nutrition Act, including:

**1773** School Breakfast Program

**1779** Rules and regulations, Child Nutrition Act

## **CODE OF FEDERAL REGULATIONS, TITLE 7**

**210.1-210.31** National School Lunch Program

**220.1-220.21** National School Breakfast Program

## **COURT DECISIONS**

Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

---

## **MANAGEMENT RESOURCES:**

### **CSBA PUBLICATIONS**

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. October 2007

Food Safety Requirements, Fact Sheet, October 2007

Physical Education and California Schools, Policy Brief, rev. October 2007

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Policy Brief, March 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Healthy Children Ready to Learn, January 2005

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

Physical Education Framework for California Public Schools, Kindergarten Through Grade 12, 1994

**CALIFORNIA PROJECT LEAN PUBLICATIONS**

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

**CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS**

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2004

Making It Happen: School Nutrition Success Stories, 2005

**NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS**

Fit, Healthy and Ready to Learn, 2000

**U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS**

Dietary Guidelines for Americans, 2005

Team Nutrition, Food and Nutrition Services, Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

## WEB SITES

CSBA: <http://www.csba.org>

Action for Healthy Kids: <http://www.actionforhealthykids.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.nasbe.org>

National School Boards Association: <http://www.nsba.org>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture, Food Nutrition Service, wellness policy: [http://www.fns.usda.gov/tn/Healthy/wellnesspolicy\\_steps.html](http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html)

(3/05 11/05) 11/07

## ENDNOTES

- 1** CSBA and CPL, "School Wellness Policy Development, Implementation and Evaluation: Research Implications for School Board Members," May 2008.
- 2** CSBA, "Providing School Health Services in California: Perceptions, Challenges and Needs of District Leadership Teams," June 2008.
- 3** National Health and Nutrition Examination Survey (NHANES), 2007-2008, [www.cdc.gov/nchs/nhanes.htm](http://www.cdc.gov/nchs/nhanes.htm).
- 4** Carmona, R. Speech to California School Boards Association, December 2002. San Francisco, CA.
- 5** Narayan, V. et al. "One in three people will have type 2 diabetes by the year 2050." *Journal of American Medical Association*. News Release. October 8, 2003.
- 6** Lavizzo-Mourey, R., M.D., M.B.A., president and CEO of the Robert Wood Johnson Foundation, Press Release, May 27, 2008, Princeton, N.J.
- 7** California Center for Public Health Advocacy, "The Growing Epidemic." August 2005. [www.PublicHealthAdvocacy.org](http://www.PublicHealthAdvocacy.org).
- 8** The California Center for Public Health Advocacy, "The Economic Costs of Overweight, Obesity and Physical Inactivity Among California Adults." 2006 (July 2009).
- 9** Foerster, S.B., Fierro, M.P., Gregson, J., Hudes, J., Oppen, M., & Sugarman, S. "California Teens Eating and Exercise Nutrition Survey," 1998.
- 10** California Department of Education. "State Superintendent Jack O'Connell Announces 2005 Fitness Test Results for California Students," News Release, November 21, 2005.
- 11** Surface Transportation Policy Project, Transportation and Land Use Coalition and Latino Issues Forum, "Can't Get There From Here: The Declining Independent Mobility of California's Children and Youth," [www.caphysicalactivity.org/w2s-headquarters.html](http://www.caphysicalactivity.org/w2s-headquarters.html).
- 12** California Department of Public Health, "California Teen Eating, Exercise and Nutrition Survey (CalTEENS)," [www.cdph.ca.gov/programs/CPNS/Pages/CaliforniaStatewideSurveys.aspx#2](http://www.cdph.ca.gov/programs/CPNS/Pages/CaliforniaStatewideSurveys.aspx#2).
- 13** *Ibid.*
- 14** *Ibid.*
- 15** *Ibid.*
- 16** Symons, C.W., Cinelli B., James, T.C., & Groff, P., "Bridging Student Health Risks and Academic Achievement Through Comprehensive School Health Programs," *Journal of School Health*, 1997, 67(6): 220-227.
- 17** *Ibid.*
- 18** President's Council on Physical Fitness and Sports, "Does Exercise Alter Immune Function and Respiratory Infections?" *Research Digest, Series 3, No. 13*, June 2001.
- 19** The Learning Connection, "The Value of Improving Nutrition and Physical Activity in our Schools," *Action for Healthy Kids*, 2005. [www.ActionForHealthyKids.org](http://www.ActionForHealthyKids.org).
- 20** California Department of Education, "The Relationship Between Physical Fitness and Academic Achievement," 2001 PFT/SAT-0 Study, Sacramento, CA, 2002.
- 21** Institute for Medicine, "Preventing Childhood Obesity: Health in the Balance," 2005.
- 22** Kaner, S. et al., "Facilitator's Guide to Participatory Decision Making." Second Edition. Jossey-Bass, San Francisco, 2007.
- 23** Spencer, L.J., "Winning Through Participation: Meeting the Challenge of Corporate Change with the

Technology of Participation.” Kendall Hunt Publishing Company, Dubuque, 1989.

**24** Newstrom, J.W., & Seawell, E.E. “The Big Book of Team Building Games: Trust Building Exercises, Team Support Exercises and Other Fun Stuff To Do.” McGraw-Hill 1997.

**25** Miller, B.C. “Quick Team Building Activities for Busy Managers: 50 Exercises That Get Results in Just 15 Minutes.” AMACOM 2003.

**26** Kaner, S. “A Facilitator’s Guide to Participatory Decision Making.” Jossey-Bass, San Francisco, 2007.

**27** Institute of Cultural Affairs, [www.ica-usa.org](http://www.ica-usa.org).

**28** Furlong, G.T. “The Conflict Resolution Toolbox: Models and Maps for Analyzing, Diagnosing, and Resolving Conflict.” Jossey-Bass, San Francisco, 2005.

**29** Owen, H. “Open Space Technology: A Users Guide.” Berrett-Koehler Publishers, San Francisco, 1997. Open Space Technology was created in the mid-1980s by organizational consultant Harrison Owen when he discovered that people attending his conferences loved the coffee breaks better than the formal presentations and plenary sessions. Combining that insight with his experience of life in an African village, Owen created a totally new form of conferencing.

**30** [wwwFOUNDATIONS.org/communityfoundtation.html](http://wwwFOUNDATIONS.org/communityfoundtation.html).

**31** [www.hhs.gov/grants/index.html](http://www.hhs.gov/grants/index.html).

**32** Gardner, S. “Beyond Collaboration to Results: Hard Choices in the Future of Services to Children and Families.” Arizona Prevention Resource Center and the Center for Collaboration for Children, pp 6-9, 1998.

**33** Cities and counties have been authorized since the passage of the 1975 Quimby Act (California Government Code §66477) to pass ordinances requiring that developers set aside land, donate conservation easements, or pay fees for park improvements. Revenues generated through the Quimby Act cannot be used for the operation and maintenance of park facilities.

**34** City of Brentwood Wellness Policy, Policy Number 90-3, Resolution Number 2007-236, adopted Nov. 13, 2007.

**35** Unpublished survey conducted by CCS Partnership and the California Center for Public Health Access, Fall 2008. Soon to be available at [www.publichealthadvocacy.org](http://www.publichealthadvocacy.org).

**36** PhotoVoice is an accessible research methodology being used successfully around the world. Find more about this technique at [www.photovoice.org](http://www.photovoice.org) or <http://people.umass.edu/afeldman/Photovoice.htm>.

**37** Local Government Commission and Cities Counties Schools Partnership, “Healthy Kids, Healthy Communities: School and Local Government Collaborations,” April 2007.

**38** Grissom, J. “A Study of the Relationship Between Physical Fitness and Academic Achievement in California Using 2004 Test Results.” California Department of Education. April 2005. Also Active Living Research, “Active Education: Physical Activity and Academic Performance,” Robert Wood Johnson Foundation, Fall 2007, [www.activelivingresearch.org/files/Active\\_Ed.pdf](http://www.activelivingresearch.org/files/Active_Ed.pdf).

**39** Palomar Pomerado Health’s Ramona/Julian Health Care Advisory Council, “Obesity/Diabetes Prevention Program,” February 27, 2007, prepared by Karen Sixt.

**40** [www.city-data.com/city/Earlimart-California.html](http://www.city-data.com/city/Earlimart-California.html)

**41** [www.publichealthadvocacy.org/county/Tulare\\_Fact\\_Sheet.pdf](http://www.publichealthadvocacy.org/county/Tulare_Fact_Sheet.pdf) 43 [www.lmsvsd.k12.ca.us/distprofile.html#fastfacts](http://www.lmsvsd.k12.ca.us/distprofile.html#fastfacts)

**42** All schools and local educational agencies (LEAs) that do not make Adequate Yearly Progress (AYP) are identified for Program Improvement (PI) under the No Child Left Behind Act of 2001. For more information, go to [www.cde.ca.gov/TA/ac/ti/programimprov.asp](http://www.cde.ca.gov/TA/ac/ti/programimprov.asp).

**43** [www.lmsvsd.k12.ca.us/distprofile.html#fastfacts](http://www.lmsvsd.k12.ca.us/distprofile.html#fastfacts)

**44** [www.cityofamesa.com/DocumentView.asp?DID=343](http://www.cityofamesa.com/DocumentView.asp?DID=343)

**45** SPARK is a research-based commercial physical and nutrition education program which includes curriculum, staff development, follow-up support, and equipment to teachers of Pre-K through 12th grade students. See [www.sparkpe.org](http://www.sparkpe.org).

**46** <http://chino.groupfusion.net/modules/groups/homepagefiles/cms/24537/File/News%202007/fastfacts.pdf>

**47** Connections, Center for Civic Partnerships, Dec. 2005 [www.civicpartnerships.org/docs/publications/connections/Winter2005.pdf](http://www.civicpartnerships.org/docs/publications/connections/Winter2005.pdf)