

<b>STRATEGY 11</b>	<b>Allow Public Access to Multi-Use Facilities</b>
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“Snapshot”				
<b>Description:</b>				
The goal is to establish a public access agreement so the public can have access to the school grounds and facilities to be physically active, such as walking the hallways, open gym or swim time, and/or using a weight/fitness room.				
<b>Resources Needed:</b>				
Funding	Staff Time	Prep Time/Materials	Training	
Varies with program design.	Little or none if informal program. Formal programs and space rental may require significant staff time.	Varies with the activities identified in the program.	None	
<b>Facilities and Equipment Needed:</b>				
Facilities	Equipment	Set up / take down time	Transportation	Custodial
Gym, fields, hallways, pool, weight room or others.	Defined by the designated activity.	As per need of program activity.	None	May be needed due to extra use of facilities.
<b>Evaluation:</b>				
Evaluation includes number of participants, number of activities, participant feedback and suggestions for additional activities.				

### **Description and Rationale:**

Providing public access to school district facilities for physical activity includes informal and formal arrangements for community members to use these school community resources. It includes use of gym, fields, hallways, pool, weight room, cardiovascular equipment, and other facilities. Schools may offer this on an informal basis, with residents, students, and parents walking the halls before schools are in session, or using the cardio-vascular and weight training equipment outside of school hours. Schools may allow free use of facilities for community groups, including sport and recreation programs, or rent the space. Some schools create formal fitness centers, charging membership fees and providing instruction from weight training and cardio-fitness to nutrition education.

Joint use agreements facilitate a partnership between two or more entities, often school districts and local government agencies (e.g. parks and recreation or nonprofit organizations) to open up spaces such as playgrounds, athletic fields, pools, and gymnasiums to the community outside of school hours or to open up community facilities to schools at a reduced cost or for free.

Joint use partnerships can be formal, such as those based on a contract or other document, or informal, such as those based on verbal agreements. Formal agreements offer increased protections for both the facility and the community group using the facility. Since school staffing can change over time, personal relationships are not the most secure way to guarantee access to facilities into the future. A formal

agreement can also help prevent problems related to maintenance, operations, liability, ownership, or cost from arising. The following are some key issues to consider in developing such agreements.

- **Maintenance – How can we keep the space in good condition?** Joint use agreements can detail each partner’s responsibilities to help ensure that school properties are respected and maintained. When school resources are being shared, it is important to have joint use agreements that specify who needs to make repairs and who will address wear and tear to the property. Some school officials have noticed a decrease in vandalism since implementing a joint use agreement. They have noted that when the community shares school resources, they take pride and ownership in the space, which can help deter vandalism.
- **Operations — Who will unlock the gate? Who will run the programs?** These questions can be answered with joint use agreements so that partners know what they are responsible for.
- **Liability – What if someone gets hurt?** Experts say most schools’ existing liability insurance is sufficient to cover any liability issues associated with joint use. Joint use agreements can identify liability concerns and make sure they are accounted for.
- **Ownership – How does joint use affect how decisions are made about the property?** Joint use agreements should outline a process for resolving any conflicts that may surface. They should also highlight how the partnership will benefit each party.
- **Cost – How expensive will the partnership be?** Joint use agreements can be used to define how much each partner contributes. Partnerships do not need to cost a lot to be successful. Agreements can help partners anticipate costs.

To be successful, formal partnerships involving joint use agreements should have:

- Commonly understood goals
- Detailed planning that includes sources of funding and division of responsibilities
- A recognition of the individual benefits to each partner
- A long-term commitment from everyone involved
- Ongoing communication among partners and with the community
- A process for resolving any conflicts that may arise
- Support from policy makers and community members

Providing public access to school facilities helps meet NASPE Standard 3: Participates regularly in physical activity; Standard 4: Achieves and maintains a health-enhancing level of physical fitness; and Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Use of school facilities by the public increases the options for physical activity in the community. It may improve the public perception of the school, and make parents and other community members feel a stronger connection to the school, which in turn has multiple benefits.

#### **Action Steps:**

1. Establish a committee to assist with the action steps, to research needs, and bring forward proposals. Determine the steps needed to be taken to bring a proposal to the Board of Education.
2. Review current facilities to determine the potential for use by the public.
3. Survey students, parents, and community members to determine the needs and desires of the community for use of exercise facilities and perhaps a formal fitness center or program.
4. Visit other school districts that have programs in place to determine if any fall within the direction of your program needs.

5. Create a proposal for facility use and possibly program offerings, and a budget.
6. Solicit area businesses and health care providers for anyone that might like to partner in this venture.
7. Bring proposal to the Board of Education for their approval.

## **Examples:**

### **School District of Tomahawk**

Tomahawk schools open their doors at 5:30 a.m., providing students, parents, and other community residents access to the halls for walking until a designated time before schools starts. There are no structured formal agreements. This is not available during the school day. Facilities are again available after school hours with the understanding that formal school activities take precedence over residents. Residents may also check out equipment such as bikes, canoes, snow shoes, and cross country skis for overnight or weekend use. For more information contact John Larsen at 715-453-2103 ext. 209.

### **School District of South Milwaukee**

South Milwaukee school district operates a fitness center for community and area residents. The center charges graduated fees for district residents and non-residents. The district fitness website offers information on strength training, body fat reduction, as well as personal training. A certified instructor manages the facility and provides instruction on a variety of requested topics. For more information: [www.smfitness.org](http://www.smfitness.org).

**Seymour Aquatic and Fitness Center** offers cardiovascular and strength equipment and aquatics facility use more than 20 hours per week to community members. Residents must pay a daily use fee or annual or semi-annual membership fee. Fitness instruction is also provided on a regular basis for a modest fee. For more information: [http://www.seymour.k12.wi.us/fitness\\_center.cfm](http://www.seymour.k12.wi.us/fitness_center.cfm).

**School District of Maple** offers strength and cardiovascular equipment use for the public more than 25 hours per week. [http://www.maple.k12.wi.us/district/tiger\\_fitness\\_center/index.html](http://www.maple.k12.wi.us/district/tiger_fitness_center/index.html)

## **Resources:**

Checklist for Developing a Joint Use Agreement outlines key operational and management issues <http://www.nplanonline.org/nplan/products/checklist-developing-joint-use-agreements>

Model Joint Use Agreement. <http://www.nplanonline.org/childhood-obesity/products/nplan-joint-use-agreements>

Community Use of Schools resource list from the National Clearinghouse for Educational Facilities. [http://www.edfacilities.org/rl/community\\_use.cfm](http://www.edfacilities.org/rl/community_use.cfm)

Opening School Grounds to the Community After Hours. A new toolkit provides guidance on increasing physical activity in communities through “joint use agreements.” Developed by Planning for Healthy Places at Public Health Law & Policy (PHLP) in California, the PHLP’s toolkit helps communities and school districts work together to develop these joint use agreements. You can review or download the entire toolkit or choose a specific chapter or appendix of interest.

Note: The four California model joint use agreements within this toolkit are available in editable versions on the PHLP website: <http://preview.tinyurl.com/2e5eek3>.

<b>STRATEGY 12</b>	<b>Youth Recreational Sports</b>
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“Snapshot”				
<b>Description:</b>				
The goal is for the community to offer a variety of youth sport opportunities for all students. Special emphasis will be made to provide no cut sports that provide equal opportunities to participate.				
<b>Resources Needed:</b>				
Funding	Staff Time	Prep Time/Materials	Training	
Equipment, materials.	Varies.	Varies with season and activity.	Coaching training	
<b>Facilities and Equipment Needed:</b>				
Facilities	Equipment	Set up / take down time	Transportation	Custodial
School and Community Recreation facilities.	Varies with activity	Varies	Varies	Varies
<b>Evaluation:</b>				
Youth sports are offered through community organizations in cooperation with school districts. Programs include activities inclusive to all students AND include all community resources.				

### **Description and Rationale:**

A wide-range of free or affordable recreation programs sponsored by community-based organizations, other private organizations, and parks and recreation departments can help support youth physical activity outside of school hours. In some cases such organizations serve adults and families, helping to encourage families to be active together. Many programs offer different levels of competition to include youth with various levels of physical ability in physical activity outside of school hours.

Schools can play important roles in supporting community-based organizations in their efforts to promote physical activity. They can help promote the programs, provide space or facilities (as in the use agreements described previously), work together to plan and conduct the programs, and coordinate schedules to avoid duplication or competition. School-community partnerships can help the community to maximize resources and make more opportunities for physical activity available than would be the case if each group worked independently.

Providing youth recreation opportunities by community organizations in partnership with schools can help students meet NASPE Standard 1: Demonstrates competency in movement skills and movement patterns needed to perform a variety of physical activities; Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of

physical activities; Standard 3: Participates regularly in physical activity; and Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Action Steps:**

1. To expand the youth sports opportunities in your community, start by identifying all the current youth sports providers in:
  - Private organizations
  - Community public sector (e.g. city recreation, county parks)
  - School-community
2. Identify gaps in the types of sports, or for youth with limited physical ability. See a partial list below in the resource section.
3. If the community has opportunities in many sports for students of various abilities, better promotion of existing programs may be the answer.
4. Meet with community leaders to gain support for expanding options.
5. Establish leaders and funding for expanded options.

**Examples:**

The following chart with links to specific programs indicates the wide variety of sports than can be included. Communities may offer each sport during different seasons. Many other sports may be offered depending upon facilities and community resources.

<b>SUMMER SPORTS</b>				
<b>Individual/Lifetime Sports</b>	<b>Net Games/Sports</b>	<b>Target Games/Activities</b>	<b>Invasion Sports</b>	<b>Field Sports</b>
<a href="#">Swimming</a>	<a href="#">Tennis</a>	<a href="#">Disc Golf</a>	<a href="#">Basketball</a> (3 on 3 or 5 on 5)	<a href="#">Tee ball</a>
<a href="#">Gymnastics</a>	<a href="#">Volleyball</a> (Court and Beach)	<a href="#">Golf</a>	<a href="#">Flag Football</a>	<a href="#">Baseball</a>
<a href="#">Track</a>			<a href="#">La Crosse</a>	<a href="#">Wiffleball</a>
<a href="#">Hershey Track</a>				<a href="#">Softball</a>
				<a href="#">Fast Pitch</a>
<b>FALL SPORTS</b>				
<b>Individual/Lifetime Sports</b>	<b>Net Games/Sports</b>	<b>Target Games/Activities</b>	<b>Invasion Sports</b>	<b>Field Sports</b>
	<a href="#">Tennis</a>		<a href="#">Basketball</a>	
	<a href="#">Volleyball</a> (Court)	<a href="#">Bowling</a>	<a href="#">Football (Pop Warner)</a>	
	<a href="#">Badminton</a>		<a href="#">Youth Football</a>	
			<a href="#">Flag Football</a>	
			<a href="#">Soccer</a>	

<b>WINTER SPORTS</b>				
<b>Individual/Lifetime Sports</b>	<b>Net Games/Sports</b>	<b>Target Games/Activities</b>	<b>Invasion Sports</b>	<b>Field Sports</b>
<a href="#">Wrestling</a>		<a href="#">Archery</a>	<a href="#">Basketball</a> <a href="#">Basketball</a>	
			<a href="#">Hockey</a>	
<b>SPRING SPORTS</b>				
<b>Individual/Lifetime Sports</b>	<b>Net Games/Sports</b>	<b>Target Games/Activities</b>	<b>Invasion Sports</b>	<b>Field Sports</b>
<a href="#">Track</a>				
<a href="#">Hershey Track</a>				
<b>YEAR ROUND SPORTS</b>				
<b>Individual/Lifetime Sports</b>	<b>Net Games/Sports</b>	<b>Target Games/Activities</b>	<b>Invasion Sports</b>	<b>Field Sports</b>
<a href="#">Cheerleading</a>  Cheerleading <a href="#">(Marshfield)</a>				

Additional examples of local or state organizations include the following:  
[Plover-Whiting Youth Athletics](#)

[Wisconsin Youth Soccer Association](#)

[West Madison Little League](#)

[Portage County Youth on Ice](#)

**Resources:**

**Training:**

[ASEP Coaches Education](#)

Example: [Appleton Parks and Recreation](#)

Example Code of Ethics: [Ashwaubenon Youth Soccer Association](#)

<b>STRATEGY 13</b>	<b>Parks and Recreational Facilities</b>
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“Snapshot”				
<b>Description:</b>				
The goal is to have a variety of community parks and public recreation facilities to engage all students in year round physical activity.				
<b>Resources Needed:</b>				
Funding	Staff Time	Prep Time/Materials	Training	
Minimal to inventory and promote. Significant costs to run programming in parks and recreational facilities. Expansion of parks or facilities is costly.	Varies with size of community.	None.	None.	
<b>Facilities and Equipment Needed:</b>				
Facilities	Equipment	Set up / take down time	Transportation	Custodial
None.	None.	Varied with activity and setting.	None.	None.
<b>Evaluation:</b>				
Count participation by all students in various recreation programs offered through parks and recreation in cooperation with school districts.				

### **Description and Rationale:**

A wide-range of community parks and recreational playgrounds should be available to all community members. A strong parks and recreation facilities system provides opportunities for youth and family to engage in many physical activity experiences. This is particularly true in the summer when there are no formal school opportunities for physical activity.

School personnel can collaborate with other community members to promote the parks and recreational facilities system, including any programming. They can help create a list or inventory of existing parks and public recreational facilities, if one does not already exist. School personnel can also work with other community members to help advocate for programming and additional facilities.

A community parks and recreational facilities system helps students meet NASPE Standard 3: Participates regularly in physical activity.

## **Action Steps:**

To expand student and family use of parks and recreational facilities, consider the following.

1. Determine who in the county and community is responsible for local parks and public recreational facilities.
2. Determine if a current complete list or inventory of public parks and recreational facilities is available. If not, ask those responsible to create one. If desired, also include a list of private facilities, perhaps in partnership with the local chamber of commerce.
3. Determine what types of community recreational programming is available. This could include public and private.
4. If there is a local physical activity coalition, make sure that schools, parks and recreation, private organizations such as YMCAs, etc. are all represented so there is ongoing coordination of programming for youth.
5. Develop and implement strategies to better promote parks and recreational facilities and related programming to students and their families.

**Examples:**

City of Appleton – description of parks and recreation youth programming: [Appleton, Wisconsin](#)

Dane County Parks system <http://www.countyofdane.com/lwrp/parks/default.aspx>

The following includes examples of programming ideas by the season with links to Wisconsin programs. It includes non-competitive and competitive community recreation programs.

SUMMER ACTIVITIES AND SPORTS				
Individual/Lifetime Sports	Net Games/Sports	Target Games/Activities	Invasion Sports	Field Sports
Playground program: <a href="#">Appleton</a> , <a href="#">Manitowoc</a> , <a href="#">Verona</a>	<a href="#">Table Tennis</a>	Disc golf Appleton: <a href="#">disc golf instruction</a>	<a href="#">Soccer</a>  <a href="#">Rec Soccer</a>	<a href="#">T-ball/Wiffleball/Softball/FastPitch/ bActive Schoolsball/</a>
Swimming (Wading Pools)  <a href="#">(Milwaukee wading pools, playgrounds and cool spots)</a>	Volleyball	<a href="#">Trap Shooting</a>	<a href="#">Basketball</a>	Kickball
Swimming <a href="#">Stevens Point</a> Scuba lessons Swimming lessons Free swim	Tennis <a href="#">Appleton</a>		<a href="#">NFL Flag football</a>	
Bicycling (Appleton: <a href="#">Kids on Bikes</a> , <a href="#">Basic of Bicycling</a> )				
<a href="#">ATVing</a>				
<a href="#">Fishing</a> <a href="#">Fishing, fly fishing</a>				
<a href="#">Hiking</a>				
Horse Programs: <a href="#">Village of Holmen, Wisconsin</a>				
<a href="#">Skateboard park</a>				
<a href="#">Inline Skate</a>				
<a href="#">Canoe, Kayak Rafting, Tubing</a>				
<a href="#">Camp Invention</a> <a href="#">Camping</a>				
<a href="#">Tri-training</a>				

<a href="#">Yoga</a>				
<b>FALL ACTIVITIES AND SPORTS</b>				
<b>Individual/Lifetime Sports</b>	<b>Net Games/Sports</b>	<b>Target Games/Activities</b>	<b>Invasion Sports</b>	<b>Field Sports</b>
Bicycling (Appleton: <a href="#">Kids on Bikes</a> , <a href="#">Basic of Bicycling</a> )	Volleyball	Wisconsin <a href="#">Disc golf</a>	<a href="#">Rec Soccer</a>	
Hiking trails	Tennis		Flag Football	
<a href="#">Kite Flying</a>				
<a href="#">Skateboard park</a>				
<b>WINTER ACTIVITIES AND SPORTS</b>				
<b>Individual/Lifetime Sports</b>	<b>Net Games/Sports</b>	<b>Target Games/Activities</b>	<b>Invasion Sports</b>	<b>Field Sports</b>
<a href="#">Figure Skating</a>		<a href="#">Curling</a>	<a href="#">Ice activities</a> <a href="#">Hockey</a> Broomball	
<a href="#">Sledding</a>				
<a href="#">Cross Country Ski</a>				
<a href="#">Snow Shoe</a>				
<a href="#">Ice Fishing</a>				
<a href="#">Downhill skiing</a>				
<b>SPRING ACTIVITIES AND SPORTS</b>				
<b>Individual/Lifetime Sports</b>	<b>Net Games/Sports</b>	<b>Target Games/Activities</b>	<b>Invasion Sports</b>	<b>Field Sports</b>
Milwaukee <a href="#">Spring Activities</a>		Wisconsin <a href="#">Disc golf</a> , <a href="#">La Crosse Disc Golf Course</a>	<a href="#">Soccer</a> (spring kickers program)	

**Resources:**

**Brochure Example**

Spring and Summer Parks and Playground Recreation Brochure: [Portage, Wisconsin](#)

**Calendar examples**

[Madison Wisconsin](#)

[Village of Holmen, Wisconsin](#)