

SUPPLEMENTAL DOCUMENTS

Joe's Skate Park Collaborative

Docent Program:

A volunteer docent program to aid in maintaining safe operation of the skate park is proposed as part of the plan to reopen the park. The docent would be trained to be familiar with "park rules and regulations", learn to tactfully and diplomatically carry out the rules while interacting with users of the park and effectively communicate to the park users the need to follow the rules. The park docent would not supervise the skate park. Instead, they would encourage users to act responsibly and appropriately when at the park.

A community-based program can make a difference in preventing unwanted behavior near and/or in the park. Citizens working together with law enforcement can be the support to law enforcement. Youth or adults could serve as docents using a YAP model (youth-adult partnership). The youth-adult docent team could engage in skating with the regular users at the park. They would be there to provide a consistent point of contact and to generally make users feel safe while at the park.

Who are the docents? The users of the park!

Docents are special volunteer educators. The Docent program is designed for individuals who have a strong interest in working with skaters and are looking for meaningful involvement in promoting youth to become stewards of Joe's Skate Park. Docents work closely with the Volunteer Docent Coordinator and other volunteers of Joe's Skate Park Collaborative to teach youth about civic engagement and the local issues that affect users of the skate park.

Docents have the opportunity to assist with skate clubs and local skate competitions and educate community users during hours of the park's operation. Docents are encouraged to promote Joe's Skate Park at outreaches such as community fairs and Expos, and assist with program development and research. Docents learn leadership, life skills and citizenship in the capacity of their volunteer position.

Responsibilities:

- Be informative and educate the public regarding the use of the facility
- Be diplomatic and tactful in handling situations
- Encourage compliance of all park rules
- Avoid confrontation and call non-emergency police only when enforcement is necessary.

Outcomes:

- Safe Access for all users
- Reduction in crime and vandalism
- Community pride and education
- Increased participation in planned scheduled events

Why would I want to volunteer to be a docent?

To take an active role in a community solution! The satisfaction of knowing you participated in making Joe's Skate Park a safe place. Engagement in community problem solving is an exciting part of this volunteer experience!

Docent requirements proposed: DRAFT

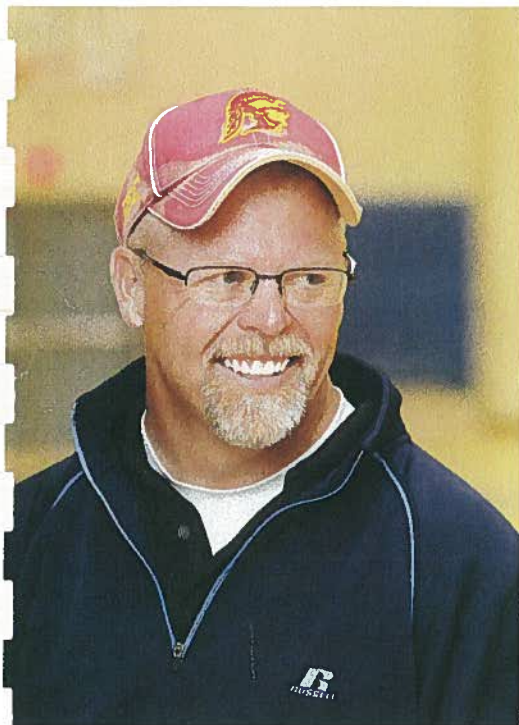
Park Docents

Docent candidates must be 18 years of age or older. All new Docents are required to attend a (how many days or hours) training session which will cover orientation, the history of the skate park, educational materials on how to work in Youth-Adult partnership, how to work with the public, and all rule and regulations regarding safe use of the skate park. Training sessions are scheduled in (month) and (month) and take place on (day). Specific education classes are offered periodically for those Docents who wish to acquire special skills.

Junior Park Docents

The Junior Docent program has been designed for young people 14 to 17 years of age who are interested in making skate park a good place for all to come and would like an opportunity to work with and learn more about being a good steward of the skate park. The same Education Department opportunities that are available to Docents are available to trained Junior Docents. Junior Docents are also required to attend the training classes and are permitted to participate in any relevant continuing education classes.

Applications are accepted and interviews conducted from (month) to (month) (for a summer start) and from (month) to (month) (for a winter start).



Skateboarding in gym class

Students at Fillmore Middle School can hardly wait for PE to begin. They dress as quickly as possible, grab their skateboards and careen around the gym. Some move hesitantly while others glide up ramps, hop onto rails or make small jumps in the air. Teachers observe and help out, while students do the real teaching.

The students may be at different skill levels, but they all use the same word to describe the class activity: *Cool*.

Last year before the holiday break, PE teacher Dave MacDonald told his students that they would be skateboarding upon their return. They didn't believe him. "They thought I was messing with them," he laughs.

They returned from Christmas break to find skateboards in the gym — along with ramps, helmets and knee and elbow pads — that MacDonald helped purchase with one-time state grant money.

"They were thrilled beyond thrilled. They were pumped," says MacDonald, a member of the Fillmore Unified Teachers Association.

Fillmore Middle School, until then unknown to the outside world, was suddenly on the map as the first and only school in California to include skateboarding in PE. It has been featured on national television. Skateboard celebrities, including Bulldog, a skateboarding dog from Ventura, have visited the

campus. The town is now in the process of building a skate park, and the school may compete in a skateboarding league.

It was all made possible with Skate Pass, a Colorado-based company that developed the curriculum for schools to teach basic skateboarding skills in a noncompetitive setting. The goal is for students to have fun and exercise while also improving their balance, coordination and skills. The curriculum goes from beginning to advanced levels and is taught in three-week units at Fillmore Middle School.

"I'm the teacher, but kids do the teaching," says MacDonald. "I don't skate. People find that ironic."

He got the idea from his son and thought to himself, "Why not listen to the kids and let them

do what they really want to do?" At first there was concern that students could get injured, but with the required helmets and padding, it's safer than football.

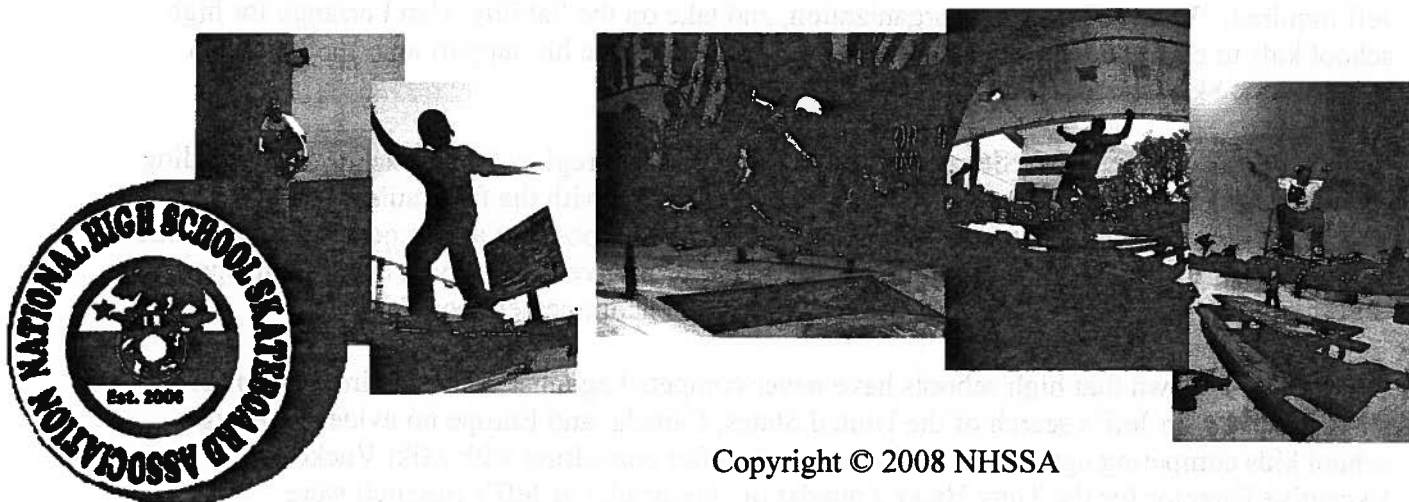
"Skateboarders have frequently gotten a bad rap and are treated like outcasts," says MacDonald. "People assume the worst because of the way they dress with baggy pants and long hair." But in his class, everybody has fun — even kids who say they don't like sports.

"I was scared to get on a board at first, but now I know it doesn't matter if I fall," says eighth-grader Jesus Amezcua. "It's just so cool that we have this at our school." ✦

For information on starting a skateboarding program in your school, visit www.skatepass.com.



Top: Fillmore Middle School PE teacher Dave MacDonald had an idea to engage the students with a sport they'd love. **Above:** Alyssa Granados (left) glides across the gym. **Inset:** One of MacDonald's students gets acrobatic.



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In 2006, Jeff Stern, Founder/President of the National High School Skateboard Association (NHSSA), built the first ever organization to hold a season of skateboard competitions where the best high school skateboarders come together as a team to compete against other high schools.

The idea came from Jeff's involvement with his seven year old son. Jeff states, "My son, Jackson has been heavily involved in skateboarding for the last few years and I have seen a need to get the sport of skateboarding recognized as a legitimate sport. The talent these kids have is incredible and I don't believe the parents or the community understand what it takes to get to the level some of these skateboarders have reached. I want to create an environment where the talent of these kids can be shown. I approached Todd Huber, owner of Skatelab located in Simi Valley, California a year ago with an idea. I spoke to Todd about allowing high school kids to form teams to come to Skatelab and compete over a season to determine which high school has the best skateboarders. Todd liked the idea and told me if I could put something together, he would allow the skateboarders to compete at his facility. After over a year in the making, I formed the California High School Skateboard Club. This non-profit organization's purpose is to be the foundation that will set in motion the future of high school skateboarding. It is the goal of the organization that within a few years, skateboarding will become a recognized high school sport, while still keeping true to the skateboard culture. With input from the skaters themselves, I believe this organization can offer a future for many of the kids involved in skateboarding."

One of the biggest obstacles Jeff faced was the liability that comes with skateboarding. When Jeff first approached the high schools about making skateboarding part of their athletic program, he was quickly told, "Won't happen, skateboarding is a hazardous activity." With persistence, his luck changed, he was able to get Don Zimring, Ph.D., Deputy Superintendent for Las Virgenes Unified School District, to hear him out. In the beginning, Mr. Zimring had the same response as all others. Mr. Zimring informed Jeff that skateboarding will not be considered as part of the athletic program because of liability. Mr. Zimring understood the benefits of organizing skateboarding into a sport, but confirmed that the school districts are not able to be involved.

After giving it some thought, Jeff once again contacted Mr. Zimring, but with a new approach. Jeff inquired, "What if I create an organization, and take on the liability. Can I arrange for high school kids to compete against each other?" Mr. Zimring gave his support and the California High School Skateboard Club was created.

Mr. Zimring is quoted, "Mr. Stern is attempting to promote a regional approach to skateboarding to address many of the problems our schools have had along with the frustrations our students have had. I have explained to him that our district is not in a position at this point to sponsor this or call this a "district" activity due to the liability issues involved. However, as a "youth sports" or other "community" activity, I have given him every encouragement possible."

Research has shown that high schools have never competed against each other in the sport of skateboarding. In Jeff's search of the United States, Canada, and Europe no evidence of high school kids competing against each other existed. After consulting with Miki Vuckovich, Executive Director for the Tony Hawk Foundation, the results of Jeff's research were confirmed. Mr. Vuckovich is quoted, "The concept of organizing skaters through the high-school-club system is not new. But the traditional high-school skate club exists as an isolated group. I was pleased to hear of a plan to create a network of high-school skate teams and promote inter-scholastic competitions. Interscholastic skateboarding contests would offer skaters a way to be at their best, yet contribute to the overall standing of their team and their school. The California High School Skateboard Club is the first step in connecting the passion youth have for skateboarding to their schools."

In it's first season, the California High School Skateboard Club had seven teams competing against each other over a four month season. What was to be a test season, turned out to be the platform for the future. The skateboard community and the media from all over the country showed interest in the California High School Skateboard Club. Due to the demand for expansion, the California High School Skateboard Club is now the National High School Skateboard Association (NHSSA).

With sponsors like Nike SB, Red Bull, Ogio, Element, Powell, Active, X-Games, and many others, the future of skateboarding at the high school level looks good.

The NHSSA was built for the skateboarder. The history of the NHSSA will always be based on giving respect to the skateboarder, offering opportunities to the skateboarder both professionally and personally, and allowing the skateboarder to have the freedom/independence to express themselves.

The NHSSA is a non-profit 501 (c) 3 organization

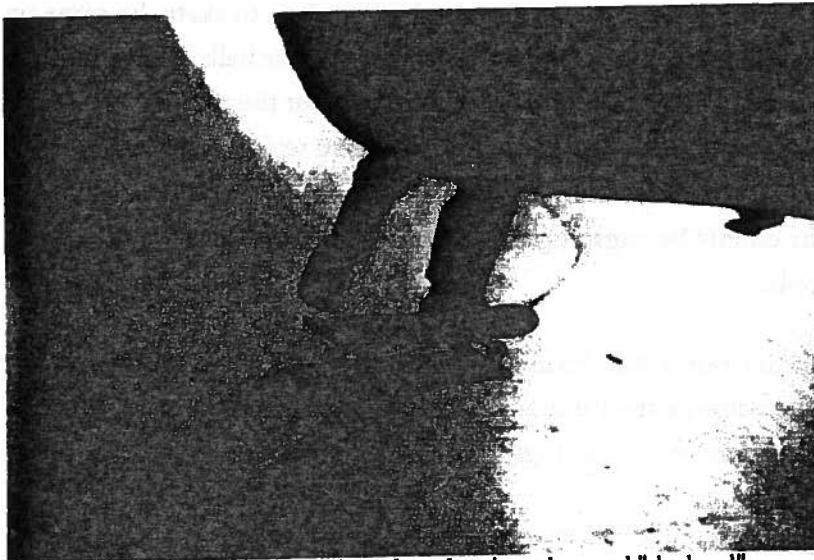
<http://www.sk8nhssa.com/history.html>



NORTHWEST EDUCATION MAGAZINE

FROM THRESHERS TO THRASHERS

In Montana, 4-H takes a modern spin to engage "blue-ribbon kids"



At Bozeman's skate park, the action takes place in and around "the bowl"

STORY BY JOYCE RIHA LINIK, PHOTOS BY DOUG LONEMAN

BOZEMAN, MONTANA—When the local newspaper ran a story about a group of kids who had nowhere to practice their sport, few local residents sympathized. Some were downright relieved to see the issue aired. After all, hadn't they seen these kids careening through the local supermarket parking lot, narrowly averting disaster as they dodged shopping carts and cars? Hadn't they seen them grinding down the walkway at the courthouse, bouncing off the marble benches and endangering the safety of innocent passersby? And hadn't these kids done so in defiance of posted signs outlawing skateboarding in public areas? No doubt about it, skateboarders were a bad lot.

But where some saw trouble, Kirk Astroth saw opportunity. Astroth saw kids who needed a safe place to go after school, a place where they could get positive messages and support, a place where they could belong. Astroth, Montana State University's Extension 4-H specialist, had spent years working with and researching youth programs, and was confident that a positive after-school environment could have a positive effect on these children. He had a great deal of anecdotal evidence to support this belief, and it was evidence that would soon be backed up quantitatively through an extensive study on the effects of after-school programs,

specifically 4-H, on Montana youngsters.

The study, conducted by Astroth and his colleagues during the last two years, involved surveying more than 3,000 students in fifth, seventh, and ninth grades. The results were clear: Kids who participated in after-school programs for at least a year were more likely to succeed in school and less likely to engage in risky behaviors than those who did not participate in such programs. 4-H kids, in particular, were more likely than nonparticipants to get better grades, become leaders in their schools and communities, and get involved in service projects. 4-H participants were also less likely than other kids to shoplift or steal, use illegal drugs, ride in a car with a drunk driver, damage property just for the fun of it, skip school without permission, or smoke cigarettes.

When Astroth saw the newspaper story about the young skateboarders without a place to skate, he came up with a plan. If these kids would join 4-H, he could offer them one of the empty exhibit halls at the county fairgrounds once a week so they could come in and skate to their hearts' content. But the project couldn't be just a whirring, grinding free-for-all. To carry the 4-H label, the project would have to provide a safe environment with positive adult role models and offer educational opportunities for participants. And the kids would have to help "rent" the space from the county by engaging in community service—helping keep the grounds clean and free from trash, for example.

When the kids heard the 4-H proposal, Gallatin County 4-H Extension Agent Todd Kesner says they weren't daunted by the educational and service requirements of the program. They did have one concern. Kesner reports: "Their number-one question was: Do we have to raise pigs?"

Dropping In: Rolling onto a ramp, pool, or street course to begin skating

For many people, 4-H evokes images of wholesome farm kids raising plump pigs and beefy cows, growing huge tomatoes and gigantic pumpkins, baking homemade apple pies and competing for blue ribbons at the county fair. It's an apt association considering the organization's rural roots. Sponsored by the U.S. Department of Agriculture and land-grant universities across the country, the program was developed around the turn of the 20th century to teach kids practical agricultural life skills. Since its inception, the program has employed an experiential learning approach—that is, teaching youngsters through hands-on projects, thus helping them "learn by doing." The four "H's" come from the club's motto: "I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living for my club, my community, my country, and my world."

This year, as 4-H celebrates its centennial anniversary, the club has a stronger presence than ever, not just in small towns out on the range, but in urban centers as well. In 2000, the program reached more than 6.8 million youngsters across the United States and had a presence in 82 countries worldwide, engaging youth from all ethnic, racial, and socioeconomic backgrounds. And while agricultural production and food preservation are still popular subjects of study in 4-H clubs, the program's focus has shifted to a loftier goal: helping youngsters to develop the knowledge, skills, and attitudes that will enable them to become productive and contributing

members of society.

Through 4-H projects, participating youth not only gain knowledge of subjects of interest to them, but also build self-esteem and acquire life skills in such areas as communication, decisionmaking, citizenship, and leadership. Further, projects give them the opportunity to investigate future career options and discover the joy of lifelong learning. "We're more interested in the kid than in the project," Kesner says. "We'd rather have a blue-ribbon child than a blue-ribbon project."

But the project is the hook that draws in the child. For this reason, 4-H offers what Astroth refers to as a "smorgasbord of projects" for kids to choose from—including, of course, the ever-popular animal projects. In Big Sky country and other rural regions of the Northwest, it's no surprise that horse projects are among the most frequently chosen. After all, Astroth and Kesner joke, people who move to Montana and get a couple of acres seem to think that getting a horse—or four—is something of an initiation. But a large number of kids still choose cattle, sheep, and swine projects, raising the young, preparing them for market, and maybe even raking in some profit when they reach the sale barn at the fair. Dog and cat projects are perennial favorites among kids who want to learn how to care for and train pets. But some make more exotic choices. Young Montanans have elected to raise buffalo, ostriches, or lizards.

Aside from animals, projects run the gamut from traditional 4-H activities like cooking and sewing to courses in photography and computer technology. And if a child's interests lie outside existing projects, 4-H makes accommodations for any new project that has educational potential. In Montana, this has included students mounting stream reclamation projects, keeping track of cutworm populations as part of ecosystem studies, and forming a club for young entrepreneurs.

"All of our programs must be educationally sound," says Astroth, who decided that Bozeman's skateboarding club would require a curriculum. If kids could be taught how to play football or how to ski, he argued, why couldn't they be taught the rudiments of skateboarding—things such as how to turn, how to stop, and how to fall safely? Astroth took the first stab at writing curriculum guidelines, referring to recent issues of skateboarding magazines for help with the lingo. When he shared his draft with skateboarders Travis Bos and Jeremy Adamich, two college-student volunteers who were helping set up the program, they got involved in writing the curriculum as well, partly because they needed to set Astroth straight on some things. After all, they told him, every "thrasher" (skateboarder) knew you couldn't do a "fakie" (a move where one rolls or lands backward) before a "goofy" (riding with the right foot forward).

So with the help of Bos and Adamich, as well as local skateboard shop owner Jay Moore and some of the older members of the club, a skateboarding curriculum—perhaps the first ever—was written. The result is an impressive 36-page guide to skateboarding, including guidelines for four levels of ramp and street skills; descriptions of equipment and safety gear; histories of the sport and the evolution of the skateboard; profiles of leaders in the sport during the last 25 years; tips on starting a skateboarding club; suggested designs for ramps, trailers, and skate parks; tips for skateboard club leaders; and a glossary of skateboarding terms. The guide, published in 1998 with help from the Turner Foundation (a philanthropic organization founded by Ted

Turner, the media magnate, who owns a ranch in the area), is available for sale from Gallatin County 4-H. To date, copies have been sold in 35 states.

Frontside: Spinning toward heels while performing a rotation or trick on an obstacle in front

When Anna Epp brought her then-eight-year-old son, Adam, to the new 4-H Skateboarding Club, it was because she didn't want him skating in the park where she'd seen "thuggy-looking older kids" skateboarding. They wore baggy clothes, she noticed, and some had piercings and tattoos--not the kind of role models she envisioned for her son.

Epp says she was shocked to find that a couple of those "thugs" were college volunteers at the 4-H club--the very guys, in fact, who had helped Astroth write the skateboarding curriculum and who were devoting their time and energy to teaching little kids to skate. In retrospect, she says, "my first impression was wrong. These were really good kids. They've been great mentors, great teachers, great role models." Epp should know. She quickly signed on as one of the club's adult volunteers and has become known as "Skate Mom" to the kids.

Epp and co-leader Lorel McChesney have been there every Tuesday night, through deafening noise and seeming chaos, as anywhere from 40 to 120 kids on wheels have raced around the hall, barreling up ramps, catching air, and hitting the concrete with a grinding crunch. Through all the frenzy, Epp says she watched Bos, Adamich, Kent Rising, and others show up week after week to patiently instruct younger kids and offer positive encouragement--from comments like "right on" and "good try" to suggestions on how to approach a "trick" more successfully. They helped kids fix their boards when maintenance was required. They designed and built skateboarding ramps for the club and then a trailer to carry the ramps when some of the boys wanted to create a traveling team to help other 4-H groups around the state start skateboarding clubs of their own. A couple of these college volunteers, Epp reports, recently graduated from MSU with engineering degrees.

Research supports the importance of connecting kids with such principled and caring adults. In Bozeman, Kesner oversees the skateboard project, but is supported by an entire team of volunteers, including Epp and McChesney, as well as a handful of college students, all committed to helping kids learn not just how to skate but how to be successful in life. Kesner compares the model to days of old when kids grew up in small communities where extended family and neighbors had a vested interest in keeping kids on track, even if a parent or teacher wasn't around.

And just like yesteryear's one-room schoolhouse, the program uses a multiage approach to learning. Kids in Montana can be anywhere from nine to 19 to participate in the skateboard club. This cross-age grouping mirrors real life, Astroth explains, where people often learn from someone with more life experience.

The experience has been positive for both older and younger participants. Rising says he's found teaching rewarding, particularly when he sees "the happiness and elation" the little kids get "when they learn a new trick and they're excited they can show it off to all their friends." He adds, "I get a heartfelt feeling when I see that,

because I know that I can help them do that."

Adam Epp, now 14, says he looks up to older guys like Rising who have become role models for kids like him. Adam, who plans to go to college someday, is considering becoming a PE teacher. If that's the case, he's already getting experience. As kids in the club gain experience and master skills, the older ones become "Junior Leaders," qualifying them to teach younger children in the group. Since Adam has passed the first three levels of skating proficiency, he is now in a position to pass on what he has learned. "I feel proud to be able to help the little kids," he says. "It gives me a good feeling."

Catching Air: Any move in which the rider and board take flight

The skateboarding club succeeded in getting kids off the street--some literally--when the doors to that county fair exhibit hall opened to skaters in 1997. As the club expanded and developed its extensive course in the sport of skateboarding, it has attracted a diverse group --some former 4-H'ers who had raised rabbits or participated in archery, some who belonged to other after-school groups like Boy Scouts or intramural sports, and some who were not "joiners" at all.

McChesney notes that skateboarding "allows for more personal expression" and, therefore, "appeals to kids who may not do as well in structured sports like baseball or soccer, or who may not have the funds to participate in more expensive sports like skiing." But it also appeals to the "haves" with snowboards and lift tickets, since skateboarding provides a great off-the-slopes workout.

Epp adds that the club has been an oasis of sorts for kids with troubles. "More of the kids' parents seem to have hardship these days," she says, citing "illness and divorce" as examples. "This is one place these kids can come where cancer--or whatever--is not part of their daily routine." They can leave that "baggage" at the door and skate away. Epp says a lot of these kids had nowhere to go before the club opened.

The only problem was, the skateboard club was only open on Tuesdays. One night a week. Not nearly enough.

That's when the group came up with the idea for a city skate park--a place where they could go outside of club night and practice their sport. The adults involved in 4-H gave the kids the guidance and support to go after their dream. Together, they came up with a proposal for a city skate park and took it to the city council.

To garner support for the project, they made presentations around town--to the city commissioners and to the county, to the Turner Foundation and to local adult groups like the Lions. The kids also made their plea to the public.

And here's where that nasty image of skateboarders-as-troublemakers reared its ugly head once again. Though there were many who supported the idea of a city skate park, there were vociferous opponents and an outbreak of NIMBY ("Not In My Back Yard").

But as McChesney points out, "Just because you own a skateboard doesn't make you a punk." The group

decided to show just what they were made of. When they arrived to make presentations to the city council and to local groups, the kids came dressed in their Boy Scout, baseball, and soccer uniforms. If they played an instrument in band, they carried it with them. They showed the public that they were just a group of normal kids, "good kids" who merely wanted a place to skate. Then they changed into their skateboarding attire--baggy pants for flexibility, athletic shoes to grip their boards, safety helmets, and T-shirts, many with the slogan "Skateboarding is not a crime"--and gave a demonstration of the kind of maneuvers they were working to learn, much as a gymnast might show spectators how he does a handspring.

And they changed some minds.

They got city approval to move forward with plans to build a 150-by-50-foot concrete skate park in Kirk Park, a 12-acre green space off Main Street. And over the next two years, they raised enough money and material donations to build an \$80,000 city skate park. The park opened in the fall of 1999.

Along the way, members of the 4-H club learned much more than how to skate. They engaged in public speaking and performance. They took part in fundraising and enlisted the help of adults in applying for grants. They studied the mechanisms of city planning and development. They became part of the civic process and succeeded in bettering their community. In fact, the kids' involvement in city government through this project was a key reason that Bozeman received an All-American City Award last year in Atlanta, where a small group of skaters traveled to tell their story and perform.

Backside Grab: Gripping the heel edge of board with front hand around foot

"If it weren't for the skateboarding club, there were quite a few of these kids who would have gotten in trouble," Epp surmises. "Parents have said that they never used to know where their kids were. Now, parents know they're at the skate park."

Clearly, the skateboarding club has turned out to be far more than just a place to go, far more than just an after-school PE class.

Epp and McChesney report that they saw several skate club members experience a boost in self-esteem. McChesney says, "It was very positive" for her son, Ben, "to get up in front of community leaders and give presentations." She also mentions, in particular, one at-risk youngster from Aware House, a local home for kids with behavioral and anger management issues: "In fundraising, he was just awesome. He raised a lot of money door-to-door, and we watched his self-esteem just shoot up because he was part of the effort. He was very enthusiastic and positive--got everybody fired up, and became a role model for others."

Additionally, the skateboarding club has introduced participants to concepts in just about every academic subject area. Language arts were addressed in the development of the curriculum guide and the delivery of public presentations and speeches. Math and physics were addressed in the design and building of ramps, a trailer, and the city skate park. Social studies were addressed through the kids' participation in the civic process.

And there is no doubt that these lessons had more meaning because the kids had practical, hands-on experiences.

The fact that academic performance is improved by participation in such projects is now documented in the MSU study. As a result, Astroth says that, just as after-school programs support what's going on in the classroom, "schools need to support after-school programs. They need to cultivate and nurture them," since it's in the best interest of the kids. It's a win-win situation.

To create more support for well-designed and effective after-school programs, Astroth has been instrumental in developing the Montana Collaboration for Youth, composed of 10 statewide youth organizations: 4-H, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters, Boys and Girls Clubs, YMCA, YWCA, the Montana Council for Families (the state affiliate of Prevent Child Abuse America), Healthy Communications/Healthy Youth, and the Montana Recreation and Parks Association. These organizations are not in competition as some might think, Astroth notes, but instead have common interests and goals. By banding together, they hope to create a single, unified voice to attract more resources for youth programs.

When prevention funds become available from government grants, Astroth observes, they often go to "groups that have been formed just to chase the big green grants and then disband a couple of years later."

In contrast, groups such as 4-H and other members of the Montana Collaborative for Youth are already longstanding, effective prevention programs. Astroth says, "We already have the access to kids, the access to adults, the sustainability, the facilities."

What's more, 4-H has a century of success on its side. And if that isn't enough to convince the grantors, there are a few "thuggy-looking" kids in town who can be pretty persuasive. ■

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WELCOME TO THE WORLD OF **4-H**

BASICS FOR NEW LEADERS

Starting a 4-H Club or Group

Key ideas

- How to recruit 4-H members and how many should we have?
- How can I enroll my group as a 4-H club?
- What about project materials?
- Are there dues for 4-H members?
- What about insurance?
- Where will our club meet?
- How often will our club meet?

These are some of the most frequently asked questions about starting a 4-H club. As you review this material, make note of your ideas and questions. Highlight information you find especially useful.

Recruiting 4-H members and additional adult leaders

First of all, how many members? 4-H clubs can have as few as two or three members or as many as the leader feels can be included effectively in the group. Some suggest that 6 to 10 members per adult leader is an optimum number. However, it depends on the number and variety of projects in your club. It also depends on how many other leaders will be working with you. Limit your first group to a number with which you and your co-leaders feel comfortable!

Recruiting members seldom is hard to do. Check with your local Extension office—they usually have names of people who want to join a club in your area. Your Extension staff may have a recruiting program or other ideas for recruiting new club members.

You may find it helpful to recruit other adults to help with club leadership. Interested parents, 4-H alumni, or friends often are willing to help. This gives the leader much-needed assistance and provides continuity for club meetings. An older and experienced teen member can help to teach younger members and lead activities.

When recruiting, we must be certain our programs are available to all people equally without regard to race, color, religion, sex, sexual orientation, national origin, age, marital status, disability, and disabled veteran or Vietnam-era veteran status.

How can I enroll my group as a 4-H club?

Your local Extension office has the necessary enrollment forms for you to complete and submit to the office. Enrollment is necessary for participation in 4-H.

We use a computer-based enrollment system, which means the forms must be filled out completely and accurately. Be sure to check the codes that accompany the form. The 4-H year starts on October 1 and runs through September 30. All 4-H members must reenroll every year. Each local office has a deadline for enrollments. It's a good idea to enroll early so you and your members stay continually on the mailing list and receive notices of all events and activities. Most Extension offices also have a deadline for enrollment additions and changes in order to be eligible to participate in state and county fairs and other activities.

After submitting your club enrollment form, check with your local Extension office to see whether member recognition items are available.

What about project materials?

Each local office of the OSU Extension Service has the *Oregon 4-H Clover* (4-H 0230) publication. This is a complete guide to Oregon's 4-H Youth Development programs and includes project and materials lists for its seven project areas: animal science, home economics, horticulture, natural resources, expressive arts, engineering, and 4-H Adventures. This publication lists all materials available in each area for leaders and members. If you haven't received this, please ask for one. You can use it as an order form and submit it at the same time as your enrollment forms.

This publication includes sections that identify general resources and materials about leadership and citizenship.

The project leader's guide is particularly helpful, because it contains not only information about the project, but also many helpful ideas on teaching methods and learning activities.

The OSU Extension Service has a cost-recovery program for all publications, including 4-H materials. Many leader materials are provided without charge to volunteer leaders, but all member materials have a fee. The Department of 4-H Youth Development at Oregon State University recommends a service fee to apply to the cost of materials for each project carried by the 4-H member. Some local offices elect instead to charge for each publication, while others use a combination of the two methods. Check with your local Extension staff about the cost of 4-H publications in your area.

Are there dues for 4-H members?

No, 4-H members do not have to pay dues. Some clubs may decide to pay for the cost of supplies by assessing a small fee per member or by working together on a fundraising project. Counties may assess a per-member fee, collected and turned in by the volunteer leader, to cover specified costs (e.g., insurance, newsletters).

If you and your club choose to hold a fundraising project, be sure to check with the local

Extension office about fundraising guidelines and policies. They also have ideas about activities that have been successful fundraisers in your area.

What about insurance?

When volunteers have been accepted and duly appointed in the 4-H program, they automatically have liability insurance coverage through Oregon State University (OSU) when they are leading a 4-H group and/or conducting 4-H educational programs/activities under the supervision of the OSU Extension Service. Involvement in fundraising activities is not covered under this insurance. Check with your local Extension office for details on how the program works.

Accident insurance is not automatic. If you choose, your 4-H club can apply for accident insurance. A number of companies offer accident insurance plans for youth groups. Annual premiums usually are low cost (e.g., \$1 per member or \$2 per motorcycle or horse club member). This insurance covers your 4-H members (leaders also may be covered) from the time you leave home until you return home from any 4-H activity.

Insurance also is available for special activities or events on a per-day basis. You can obtain forms for each of these plans at your local Extension office. The 4-H leader must complete and send the forms directly to the insurance company.

Some local offices may include the insurance fee in a participation or project service fee assessed to cover costs for publications and/or activities. They submit accident coverage for all members in the area. Check with your local office for their recommendation on handling accident insurance for members.

Where will our club meet?

Where your club meets probably will be determined by the number and location of members. It may be easiest for the club to meet at the leader's home (or it may be the only available location). Many clubs rotate meetings from one member's home to another; each family then has an opportunity to host a meeting. Other meeting places could be public school buildings, churches, fairgrounds, etc. Many schools, community facilities, and other groups are willing to lend their facilities for 4-H activities.



How often will our club meet?

There are several possibilities in choosing a day and time for club meetings, such as:

- Once a week, after school (this works well for elementary-age members)
- Once every 2 weeks, after school, or on a week night
- Once a month, on a week night
- Once a month, on a Saturday or Sunday (sometimes this works best for clubs when members have a wide age span)
- Other variations, limited only by the needs of your club members



The local Extension office may recommend a specific or minimum number of club meetings per year. Check with the local Extension staff for the requirements. This provides continuity for the club as well as time for project development and accomplishment of individual and club goals.

Some projects can be completed on a short-term or seasonal basis. Clubs can enroll at any time during the year. Some clubs enroll at the beginning of the year but may plan to meet later for a shorter period of time (e.g., for a 3- or 6-month time period).

If you have further questions or concerns, contact your local Extension staff or another volunteer. They all want to help you succeed.

Action steps

- With the other leaders, develop your member recruitment plan.
- Decide on the leader and member materials you will need to order.
- Decide how potential club and/or project costs will be handled.
- Meet with members, parents, and other leaders to discuss where the club will meet and how often.
- Talk with your local Extension staff about insurance coverage.
- Attend scheduled leader training(s), as appropriate.

Reference materials

Check with your local Extension office for these materials:

- 4-H enrollment form
- Insurance information material
- *Oregon 4-H Clover* (4-H 0230)
- *Welcome to the World of 4-H: Basics for New Leaders* video (PNW 003-VT) or DVD (PNW 003-DVD)
- Oregon 4-H website (<http://oregon.4-H.oregonstate.edu>)

Contacting your local Extension office

To locate an address and phone number, look in your local telephone directory. It may be listed in any number of ways in the white pages or in one of the special sections. For example, it might be listed as: 4-H; Oregon State University Extension Service; (county name) Extension Service.

This is part two of a seven-part series. This series is a cooperative project between Oregon State University, Washington State University, and the University of Idaho.

Revised by Lillian Larwood, Extension specialist and assistant state leader, 4-H youth development; based on original material prepared by Mary Alice Dodd, 4-H volunteer leader, Linn County; Lyta Houghum, former Extension specialist, 4-H youth development; and Michelle Robinson, former Extension faculty, 4-H youth development; Oregon State University. Original development of this material was funded by R.J.R. Nabisco, Inc. through the National 4-H Council Salute to Excellence Program.

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Revised July 1998. Revised July 2003.

Revised January 2005

**University of California Cooperative Extension, El Dorado County
4-H Youth Development Program Skateboard Project
Release of All Claims**

THIS CONSENT, ASSUMPTION OF RISK, RELEASE, AND INDEMNIFICATION AGREEMENT ("Release") is entered into by the undersigned in favor of the "University of California Cooperative Extension, El Dorado County 4-H Program Skateboard Project" including, but not limited to:

(list adult project leader(s)), and other persons affiliated with them, known herein as "El Dorado County Cooperative Extension 4-H Program Skateboard Project". In consideration of my being permitted by El Dorado County Cooperative Extension 4-H Program Skateboard Project to participate in the sport of riding skateboards. I acknowledge and agree as follows:

The undersigned, being of lawful age, and/or guardian of a minor, does hereby release the Regents of the University of California and the El Dorado County Cooperative Extension 4-H Program Skateboard Project, their officers, agents, distributes, successors, heirs, personal representatives, from any and all claims, actions, causes of action, demands, rights, damages, costs, loss of service, expenses and compensation whatsoever, which have or hereafter accrue on account of/ or in any way growing out of any and all known, foreseen and unforeseen, bodily and personal injuries and property damage and the consequences thereof resulting or to the result from the accident, casualty or event which may occur to the undersigned, their minors, skateboards, guests or other personal property, during a 4-H project activity.

We agree not to sue the regents of the University of California and the El Dorado County Cooperative Extension 4-H Program Skateboard Project, their officers, agents, successors, heirs, personal representatives if we get hurt or injured in any way as the result from any participation in any activities whatsoever.

I AM AWARE AND UNDERSTAND THAT RIDING SKATEBOARDS CAN BE AN INHERENTLY HAZARDOUS RECREATIONAL ACTIVITY. MY MINOR AND I ARE VOLUNTARILY PARTICIPATING IN SUCH ACTIVITIES, AND WILL BE IN THE VICINITY OF SUCH ACTIVITIES, WITH FULL KNOWLEDGE OF THE DANGERS INVOLVED, AND I ASSUME ALL RISK THEREOF. I AM AWARE AND UNDERSTAND THAT SERIOUS PERMANENT BODILY INJURY AND DISABILITY OR DEATH OF MYSELF, OR OTHERS WITHIN THE VICINITY, MAY RESULT FROM RIDING OF MOTORIZED SKATEBOARDS, OR BEING IN THE VICINITY OF SKATEBOARDS.

I hereby agree to accept and assume any and all risks of injury (including permanent bodily injury and disability), illness, disease or death to myself, my family members, guests and to all other persons, and all financial losses, injury, damages, destruction and loss of my skateboard, my other property and other persons, arising from riding skateboards by me or other persons, whether caused by the negligence of any of the released parties or otherwise.

The undersigned further declares and represents that no promise, inducement or agreement now herein expressed has been made to the undersigned, and this release contains the entire agreement between the parties hereto. The undersigned has read the foregoing release and fully understands it.

As evidence that you have been given the Clover Safe Note #23, Skateboarding Safety, read and understand the warnings concerning the nature and hazards of operating a skateboard, and safe operating procedures, please initial here: _____

Date: _____

Signature: _____

Print Name: _____

Address: _____

Phone: _____
(H) _____ (O) _____ (C) _____

Email: _____

Minor's Name (s): _____

Relationship to Minor (s): _____

EMERGENCY CONTACT #1

Name: _____

Phone: _____

EMERGENCY CONTACT #2

Name: _____

Phone: _____

THE UNIVERSITY OF CALIFORNIA, BERKELEY
DEPARTMENT OF PHYSICS
PHYSICS 101

PHYSICS 101 is a first-year course for students in the College of Engineering, College of Letters and Physical Sciences, and College of Natural Resources. The course is designed to provide a solid foundation in classical mechanics and electromagnetism.

The course is divided into two main parts: Mechanics and Electromagnetism. The Mechanics part covers kinematics, dynamics, and energy. The Electromagnetism part covers electrostatics, magnetostatics, and electromagnetic induction.

The course is taught by Professor [Name], who has a Ph.D. in Physics from the University of California, Berkeley. He has been teaching Physics 101 for over 10 years and has received several awards for his teaching. The course is also supported by a large number of teaching assistants who are trained by Professor [Name].

The course is required for students in the College of Engineering, College of Letters and Physical Sciences, and College of Natural Resources. It is also a recommended course for students in the College of Arts and Sciences.

The course is taught in a lecture format, with a large number of examples and problems. The lectures are supported by a large number of laboratory experiments. The course is also supported by a large number of textbooks and other resources.

The course is designed to be challenging and to provide a solid foundation in physics. It is a course that is highly respected by students and faculty alike. The course is also a course that is highly recommended by students and faculty alike.

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Introduced by Senator Morrow

January 17, 2006

An act to amend Section 831.7 of the Government Code, and to repeal and add Section 115800 of the Health and Safety Code, relating to recreational activities.

LEGISLATIVE COUNSEL'S DIGEST

SB 1179, as introduced, Morrow. Recreational activities: skateboarding.

Under existing law, public entities and public employees are generally not liable to any person who participates in various hazardous recreational activities, including bicycle racing or jumping and mountain bicycling.

This bill would add skateboarding to that provision of law.

Existing law, effective until January 1, 2008, provides that skateboarding at a public skateboard park is a hazardous recreational activity if specified conditions are satisfied. That law, also in effect until January 1, 2008, requires local public agencies to maintain a record of all known or reported injuries incurred by skateboarders in a public skateboard park or facility, and other information regarding these incidents, as specified, and requires that copies of those records be filed annually with the Judicial Council, which is required to report to the Legislature on these incidents and any claims arising therefrom. Existing law also prohibits the operator of a skateboard park to permit a person to ride a skateboard in the park unless the person is wearing a helmet, elbow pads, and knee pads.

This bill would repeal those provisions. The bill would instead grant local public agencies, as defined, that own or operate skateboard parks the authority to determine if helmets, knee pads, and elbow pads are an appropriate requirement for use by persons at skateboard parks, or

specific areas thereof, which are within the local public agency's jurisdiction.

Vote: majority. Appropriation: no. Fiscal committee: no.
State-mandated local program: no.

The people of the State of California do enact as follows:

SECTION 1. Section 831.7 of the Government Code is amended to read:

831.7. (a) Neither a public entity nor a public employee is liable to any person who participates in a hazardous recreational activity, including any person who assists the participant, or to any spectator who knew or reasonably should have known that the hazardous recreational activity created a substantial risk of injury to himself or herself and was voluntarily in the place of risk, or having the ability to do so failed to leave, for any damage or injury to property or persons arising out of that hazardous recreational activity.

(b) As used in this section, "hazardous recreational activity" means a recreational activity conducted on property of a public entity which creates a substantial (as distinguished from a minor, trivial, or insignificant) risk of injury to a participant or a spectator.

"Hazardous recreational activity" also means:

(1) Water contact activities, except diving, in places where or at a time when lifeguards are not provided and reasonable warning thereof has been given or the injured party should reasonably have known that there was no lifeguard provided at the time.

(2) Any form of diving into water from other than a diving board or diving platform, or at any place or from any structure where diving is prohibited and reasonable warning thereof has been given.

(3) Animal riding, including equestrian competition, archery, bicycle racing or jumping, mountain bicycling, boating, cross-country and downhill skiing, hang gliding, kayaking, motorized vehicle racing, off-road motorcycling or four-wheel driving of any kind, orienteering, pistol and rifle shooting, rock climbing, rocketeering, rodeo, skateboarding, spelunking, sky diving, sport parachuting, paragliding, body contact sports (i.e.,

1 sports in which it is reasonably foreseeable that there will be
2 rough bodily contact with one or more participants), surfing,
3 trampolining, tree climbing, tree rope swinging, waterskiing,
4 white water rafting, and windsurfing. For the purposes of this
5 subdivision, "mountain bicycling" does not include riding a
6 bicycle on paved pathways, roadways, or sidewalks.

7 (c) Notwithstanding the provisions of subdivision (a), this
8 section does not limit liability which would otherwise exist for
9 any of the following:

10 (1) Failure of the public entity or employee to guard or warn
11 of a known dangerous condition or of another hazardous
12 recreational activity known to the public entity or employee that
13 is not reasonably assumed by the participant as inherently a part
14 of the hazardous recreational activity out of which the damage or
15 injury arose.

16 (2) Damage or injury suffered in any case where permission to
17 participate in the hazardous recreational activity was granted for
18 a specific fee. For the purpose of this paragraph, a "specific fee"
19 does not include a fee or consideration charged for a general
20 purpose such as a general park admission charge, a vehicle entry
21 or parking fee, or an administrative or group use application or
22 permit fee, as distinguished from a specific fee charged for
23 participation in the specific hazardous recreational activity out of
24 which the damage or injury arose.

25 (3) Injury suffered to the extent proximately caused by the
26 negligent failure of the public entity or public employee to
27 properly construct or maintain in good repair any structure,
28 recreational equipment or machinery, or substantial work of
29 improvement utilized in the hazardous recreational activity out of
30 which the damage or injury arose.

31 (4) Damage or injury suffered in any case where the public
32 entity or employee recklessly or with gross negligence promoted
33 the participation in or observance of a hazardous recreational
34 activity. For purposes of this paragraph, promotional literature or
35 a public announcement or advertisement which merely describes
36 the available facilities and services on the property does not in
37 itself constitute a reckless or grossly negligent promotion.

38 (5) An act of gross negligence by a public entity or a public
39 employee which is the proximate cause of the injury.

1 Nothing in this subdivision creates a duty of care or basis of
2 liability for personal injury or for damage to personal property.

3 (d) Nothing in this section shall limit the liability of an
4 independent concessionaire, or any person or organization other
5 than the public entity, whether or not the person or organization
6 has a contractual relationship with the public entity to use the
7 public property, for injuries or damages suffered in any case as a
8 result of the operation of a hazardous recreational activity on
9 public property by the concessionaire, person, or organization.

10 SEC. 2. Section 115800 of the Health and Safety Code, as
11 amended by Section 1 of Chapter 409 of the Statutes of 2002, is
12 repealed.

13 ~~115800. (a) No operator of a skateboard park shall permit~~
14 ~~any person to ride a skateboard therein, unless that person is~~
15 ~~wearing a helmet, elbow pads, and knee pads.~~

16 ~~(b) With respect to any facility, owned or operated by a local~~
17 ~~public agency, that is designed and maintained for the purpose of~~
18 ~~recreational skateboard use, and that is not supervised on a~~
19 ~~regular basis, the requirements of subdivision (a) may be~~
20 ~~satisfied by compliance with the following:~~

21 ~~(1) Adoption by the local public agency of an ordinance~~
22 ~~requiring any person riding a skateboard at the facility to wear a~~
23 ~~helmet, elbow pads, and knee pads.~~

24 ~~(2) The posting of signs at the facility affording reasonable~~
25 ~~notice that any person riding a skateboard in the facility must~~
26 ~~wear a helmet, elbow pads, and knee pads, and that any person~~
27 ~~failing to do so will be subject to citation under the ordinance~~
28 ~~required by paragraph (1).~~

29 ~~(c) "Local public agency" for purposes of this section~~
30 ~~includes, but is not limited to, a city, county, or city and county.~~

31 ~~(d) (1) Skateboarding at any facility or park owned or~~
32 ~~operated by a public entity as a public skateboard park, as~~
33 ~~provided in paragraph (3), shall be deemed a hazardous~~
34 ~~recreational activity within the meaning of Section 831.7 of the~~
35 ~~Government Code if all of the following conditions are met:~~

36 ~~(A) The person skateboarding is 14 years of age or older.~~

37 ~~(B) The skateboarding activity that caused the injury was~~
38 ~~stunt, trick, or luge skateboarding.~~

39 ~~(C) The skateboard park is on public property that complies~~
40 ~~with subdivision (a) or (b).~~

1 ~~(2) In addition to the provisions of subdivision (c) of Section~~
2 ~~831.7 of the Government Code, nothing in this section is~~
3 ~~intended to limit the liability of a public entity with respect to~~
4 ~~any other duty imposed pursuant to existing law, including the~~
5 ~~duty to protect against dangerous conditions of public property~~
6 ~~pursuant to Chapter 2 (commencing with Section 830) of Part 2~~
7 ~~of Division 3.6 of Title 1 of the Government Code. However,~~
8 ~~nothing in this section is intended to abrogate or limit any other~~
9 ~~legal rights, defenses, or immunities that may otherwise be~~
10 ~~available at law.~~

11 ~~(3) For public skateboard parks that were constructed on or~~
12 ~~before January 1, 1998, this subdivision shall apply to hazardous~~
13 ~~recreational activity injuries incurred on or after January 1, 1998,~~
14 ~~and before January 1, 2001. For public skateboard parks that are~~
15 ~~constructed after January 1, 1998, this subdivision shall apply to~~
16 ~~hazardous recreational activity injuries incurred on or after~~
17 ~~January 1, 1998, and before January 1, 2008. For purposes of this~~
18 ~~subdivision, any skateboard facility that is a movable facility~~
19 ~~shall be deemed constructed on the first date it is initially made~~
20 ~~available for use at any location by the local public agency.~~

21 ~~(4) The appropriate local public agency shall maintain a~~
22 ~~record of all known or reported injuries incurred by a~~
23 ~~skateboarder in a public skateboard park or facility. The local~~
24 ~~public agency shall also maintain a record of all claims, paid and~~
25 ~~not paid, including any lawsuits and their results, arising from~~
26 ~~those incidents that were filed against the public agency.~~
27 ~~Beginning in 1999, copies of these records shall be filed~~
28 ~~annually, no later than January 30 each year, with the Judicial~~
29 ~~Council, which shall submit a report to the Legislature on or~~
30 ~~before March 31, 2007, on the incidences of injuries incurred,~~
31 ~~claims asserted, and the results of any lawsuit filed, by persons~~
32 ~~injured while skateboarding in public skateboard parks or~~
33 ~~facilities.~~

34 ~~(5) This subdivision shall not apply on or after January 1,~~
35 ~~2001, to public skateboard parks that were constructed on or~~
36 ~~before January 1, 1998, but shall continue to apply to public~~
37 ~~skateboard parks that are constructed after January 1, 1998.~~

38 ~~(c) This section shall remain in effect until January 1, 2008,~~
39 ~~and as of that date is repealed, unless a later enacted statute,~~
40 ~~enacted before January 1, 2008, deletes or extends that date.~~

1 SEC. 3. Section 115800 of the Health and Safety Code, as
2 amended by Section 2 of Chapter 409 of the Statutes of 2002, is
3 repealed.

4 ~~115800. (a) No operator of a skateboard park shall permit~~
5 ~~any person to ride a skateboard therein, unless that person is~~
6 ~~wearing a helmet, elbow pads, and knee pads.~~

7 ~~(b) With respect to any facility, owned or operated by a local~~
8 ~~public agency, that is designed and maintained for the purpose of~~
9 ~~recreational skateboard use, and that is not supervised on a~~
10 ~~regular basis, the requirements of subdivision (a) may be~~
11 ~~satisfied by compliance with the following:~~

12 ~~(1) Adoption by the local public agency of an ordinance~~
13 ~~requiring any person riding a skateboard at the facility to wear a~~
14 ~~helmet, elbow pads, and knee pads.~~

15 ~~(2) The posting of signs at the facility affording reasonable~~
16 ~~notice that any person riding a skateboard in the facility must~~
17 ~~wear a helmet, elbow pads, and knee pads, and that any person~~
18 ~~failing to do so will be subject to citation under the ordinance~~
19 ~~required by paragraph (1).~~

20 ~~(c) "Local public agency" for purposes of this section~~
21 ~~includes, but is not limited to, a city, county, or city and county.~~

22 ~~(d) This section shall become operative on January 1, 2008.~~

23 SEC. 4. Section 115800 is added to the Health and Safety
24 Code, to read:

25 115800. (a) A local public agency that owns or operates
26 skateboard parks shall have the authority to determine if helmets,
27 knee pads, and elbow pads are an appropriate requirement for use
28 by persons at skateboard parks, or specific areas thereof, which
29 are within the local public agency's jurisdiction.

30 (b) For purposes of this section, "local public agency"
31 includes, but is not limited to, a city, county, city and county, and
32 special district.