



HEALTH & PHYSICAL EDUCATION

Return to School 2020

Considerations for providing safe and effective Physical Education and Health Education instruction for New Hampshire students during the time of the novel COVID-19 pandemic.



New Hampshire Association for Health, Physical Education, Recreation & Dance

www.nhahperd.org

Unprecedented and unpredictable times

The COVID-19 pandemic has dramatically changed how schools operate and has brought to the forefront the importance of prioritizing the health and well-being of all students. As schools prepare to create a new model for learning in the fall, finding new ways to support students' physical, mental, and social-emotional health is paramount. Schools must offer Physical Education and Health Education as part of a well-rounded education for all students during COVID-19, regardless of whether they will be providing in-school learning, distance learning, or using a hybrid learning approach.

This document provides schools with recommendations and considerations for school reentry for K-12 Physical Education, Health Education, and Physical Activity. It will be updated as necessary to incorporate changes in national guidance or recommendations.

During a global health crisis, developing physically literate and health literate students is more important than ever. Health literacy is defined by SHAPE America as, "the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others" (SHAPE America, 2015). Physical literacy can be defined as, "the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person" (SHAPE America, 2014). Certified Physical Education and Health Education teachers are best equipped to deliver this necessary skills-based and standards-based instruction.

As schools work to adjust their models of student learning during COVID-19, it's important to differentiate between Physical Education and physical activity, and for school leaders to understand their role in providing students with opportunities for both. Physical activity is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store or taking the stairs. Schools should offer recess and classroom-based physical activity as opportunities for students to engage in physical activity throughout the school day. Additionally, Physical Education programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle. An effective Physical Education program, along with a skills-based Health Education program, provides learning opportunities, appropriate instruction, and meaningful and challenging content for all students.

These school reentry considerations are intended to guide administrators, staff, and teachers as they prepare an environment for safe and supportive instruction in Physical Education, Health Education, and physical activity. Returning to school during the COVID-19 pandemic will require modifications and may feel overwhelming and challenging to school staff, teachers, and students. Recommendations included in this document are to be used as considerations by school staff to make decisions appropriate for their school or district's circumstances. Additional resources for Physical Education and Health Education teachers on adapting specific instructional practices during COVID-19 have been provided by SHAPE America.

<https://www.shapeamerica.org/advocacy/reentry/school-reentry-resources.aspx>

The recommendations and strategies included in this document are based on the guidance for schools provided by the Center for Disease Control and Prevention (CDC) included here: Interim Guidance for Schools and Day Camps, Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes and Considerations for Schools. The considerations below are also based on national recommendations for Physical Education, Health Education, recess, and classroom-based physical activity.

As schools prepare for the upcoming school year, they may be operating under different models of learning based on their geographical location, level of COVID-19 community spread, feedback from families and the school community, and state or local regulations. Included in this document are overarching strategies for schools to consider for reentry, as well as considerations for the models of learning listed below.

The organization of this document includes five sections:

- **Section I: Major Considerations**—Health and safety issues that are generalizable to in-school with physical distancing.
- **Section II: All Physical/Health Education Considerations**—Physical Education and Health Education is Essential, Sequential Physical Education/Health Education Must Continue for ALL Students in ALL Instructional Models, Professional Development Must be Provided, Social Emotional Considerations, Physical School Environment, Alternative Learning Environment
- **Section III: Physical/ Health Education Considerations**—Those matters specific to the safe and effective delivery of visual physical education
 - In-school instruction (with Physical Distancing)
 - Physical Education/Health Education
 - Classroom-based physical activity
 - Recess
 - Hybrid learning (defined as a combination of in-school instruction with physical distancing and distance learning)
 - Physical education/Health education
 - Distance learning
 - Physical education/Health education
 - Physical Education/Health Education Technology Needs for Remote Learning
- **Section IV: Contributors**
- **Section V: Resources**

Section I: Major Considerations

This section addresses concerns that apply universally to schools, students, and teachers. Please refer to the [New Hampshire Grade K-12 Back-to-School Guidance](#).

Section II: All Physical Education/Health Education Considerations

Physical Education and Health Education is Essential:

SHAPE America and NHAHPERD endorse this statement of support for physical/Health education.

PE + Health = Student Success

Benefits of Health & Physical Education to Students

- ★ Positive relationship with **academic achievement** and **test scores**
- ★ Positive association with **attention, concentration** and **on-task behavior**
- ★ Encourages **lifetime healthy habits**
- ★ Strategy for **reducing childhood obesity**
- ★ Reduces **discipline referrals** and **participation in high-risk behaviors**

Source: https://www.shapeamerica.org/Document_manager/PE%20+%20Health%20-%20FINAL%20PRINT.pdf

Sequential Physical Education/Health Education Must Continue for ALL Students in ALL Instructional Models:

New Hampshire Minimum Standards for School Approval (Ed 306)

http://www.gencourt.state.nh.us/rules/state_agencies/ed300.html

Ed 306.04 Policy Development.

(a) In accordance with Ed 303.01, the local school board shall adopt and implement written policies and procedures relative to:

(25) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation in content areas no later than July 1, 2015 as follows;

k. Health Education

l. Physical Education

(26) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation no later than July 1, 2015, that encompass multiple content areas outlining the knowledge, skills and work-study practices necessary for success in colleges and careers.

Ed 306.26 Kindergarten, Grade 8 School Curriculum

(c) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades 1-8 at all learning levels in the school:

c. Ed 306.40, relative to a Health Education program;

d. Ed 306.41, relative to a Physical Education program;

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Co Curricular Program.

- (a) The local school board shall require that no later than July 1, 2016, the curriculum content developed for each high school outlines district and graduation competencies and is consistent with RSA 193-C:3, III.
- (c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:
 - (8) Ed 306.40, relative to a Health Education program;
 - (9) Ed 306.41, relative to a Physical Education program;

Professional Development Must be Provided:

Physical Education/Health Education teachers should be provided professional development opportunities and extended time to refine their remote learning skills and modify their lesson plans in response to their school's need to alter or provide multiple learning environments.

Social Emotional Considerations:

Please refer to the [New Hampshire Grade K-12 Back-to-School Guidance](#),

Please refer to the [SHAPE America](#) and [CDC Guidelines](#).

Social and emotional learning (SEL) is a critical component of educating today's youth and a key component of Physical and Health Education instruction. In preparing for school reentry, intentionally incorporating SEL will be essential to supporting students through the COVID-19 pandemic. Right now, "children of all ages are struggling with the ensuing stress and trauma. While adversity impacts learning, these effects can be mitigated by strong, trusting relationships and opportunities to develop social and emotional learning (SEL) skills" (Darling-Hammond, 2020). Many administrators and educators have struggled to effectively incorporate SEL throughout the culture of their school, even prior to COVID-19. Physical Education and Health Education naturally support and align with the SEL core competencies of the Collaborative for Academic, Social, and Emotional Learning (CASEL). These skills can be developed through distance learning, hybrid, or in-school instruction.

The Crosswalk for SHAPE America National Standards & Grade-Level Outcomes for K-12 Physical Education and CASEL Social and Emotional Learning Core Competencies (PE/SEL Crosswalk) aligns CASEL's SEL competencies and related skills to SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education. This document (below this paragraph and in the Resources Section) serves as a resource for those aligning SEL competencies into the existing National Standards and can be a foundational document to help states and/or districts develop specific guidance that incorporates their own policies, standards, or guidance for SEL.

<https://www.shapeamerica.org/standards/guidelines/sel-crosswalk.aspx>

Physical School Environment:

Please refer to the [New Hampshire Grade K-12 Back-to-School Guidance](#).

Please refer to the [SHAPE America](#) and [CDC Guidelines](#).

Student, Teacher & Staff Hygiene and Safety

- Examples:
 - Sanitation Procedures
 - Consult with COVID-19 response team or administration on proper local sanitation procedures
 - Follow CDC guidelines to meet EPA disinfection criteria
 - Equipment:
 - Limit use of equipment and eliminate use of shared equipment
 - Equipment Safety and Sanitation
 - Clean and disinfect frequently touched surfaces and areas
 - Handles, floor, desks. etc. (if performing exercise or sitting on floor)
 - Gymnasium, Locker room, health classroom, etc.
 - Safely apply and store cleaning and disinfectant supplies
 - Students and Staff
 - If a staff member or student touches their face (mouth, nose, eyes); sanitation is highly recommended.
 - Face coverings worn, whenever possible
 - Keep student's belongings separate

Alternative Learning Environment:

Please refer to the [New Hampshire Grade K-12 Back-to-School Guidance](#).

Remote instruction in Physical Education and Health Education may require specialized software and applications. Districts should make every effort to provide Physical Educators and Health Educators with the technology and tools they need to provide instruction to students in a remote learning environment. Remote instruction may require specialized applications, software and equipment. Districts should make every effort to provide Physical Education and Health Education teachers with the technology and tools they need to provide instruction to students in a remote learning environment.

Section III: Physical Education/ Health Education Considerations

Current Physical Education and Health Education remain active, and students must have equal access.

In School Instruction (with Physical Distancing):

- Location: Gymnasium, outdoors, classroom, virtual within school? Rainy days?
- Students/PPE: Traffic flow to/from class. Face coverings worn during transition?
- Physical Distancing
- Equipment: No/minimal equipment; Individual student activity bag (students bring their own equipment for Physical Education); alternating activities in back to back classes

- Tennis Shoes/Water: Students must be able to tie their own shoes, or wear shoes with velcro/other types of shoelace. No shoe tying for K-1. Students bring individual water bottles rather than using communal water fountains.
- Class set up: Mini stations : ex. fitness, cooperative/partner/SEL, eye foot
- Teacher Resources: Portable sound system, wireless mic, canopy
- Hand Washing and Sanitizer/Disinfectant Protocol
- Recess: Provide recess or free time whenever possible. Do not withhold recess as punishment. Identify multiple indoor and outdoor spaces for recess to minimize crowding. If indoors, keep windows and doors open and promote proper ventilation. Create play areas and encourage recess activities that do not require physical contact with or use of recess play equipment or playground structures.

Hybrid Learning:

- In School/Distance Learning- Different focuses in each situation (ex. Eye hand coordination in school vs. nutrition in distance learning)
- Blended Learning- Utilizing flipped learning to carry Physical Education content knowledge and activities from in school Physical Education classes to virtual learning (ex. Eye hand coordination cues during Physical Education class; practicing eye hand coordination skills at home with equipment they have available or reverse)
- Choice Activities/Project Based Learning- Student Directed Learning
- Student Considerations: “Only children.” Offer options to support them. Consider the language used. Zoom with a friend!

Distance Learning:

- What/How: What support is there support at home? Are there siblings at home?
- Goals: What goals/outcomes do you hope to accomplish for that time?
- Student Resources: What resources do your students have available at home? SHAPE America At Home Student Survey:
https://www.shapeamerica.org/advocacy/Reentry/At-Home_Student_Survey.aspx
- SEL: How can you incorporate Social Emotional Learning into students’ distance learning?
- Staying Connected: Ensure that students “see YOU” and can “connect with you” during instruction and via Google Meets, office hours, etc?
- Virtual Meeting Ideas: Fitness Scavenger Hunts; Simon Says- Fitness, Body Part, Muscles, Balance; SEL Check Ins; Fitness Dice Workout; Yoga; Follow the Leader; Share Favorite Item/Pets

Physical Education/Health Education Technology Needs for Remote Learning:

- Quality microphone/device for educator delivery of distance teaching
- Quality webcam for educator delivery of distance learning or if teaching from contained classroom
- Document camera or similar style set-up for step-by-step directions and instructions
- Encourage cross-disciplinary planning between Physical Education/Health Education and subject area/classroom teachers
- Obtain permissions for recording/presenting student audio/video work on websites

Section IV: Contributors

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We owe much appreciation to the New Hampshire Department of Education, SHAPE America, and CDC for sharing their re-opening and back to school resources.

Section V: Resources

Additional COVID-19 School Reentry Resources

- [SHAPE America](#)
- [SHAPE America 2020 School Re-Entry K-12, Physical Education, Health Education and Physical Activity](#)
- [SHAPE America School Reentry Resources](#)
- [SHAPE America In-School Instruction with Physical Distancing - Physical Education Equipment Safety and Sanitation](#)
- [Crosswalk for SHAPE America National Standards-CASEL SEL Core Competencies](#)

NHDOE-Ed 306 Minimum Standards for School Approval

- http://www.gencourt.state.nh.us/rules/state_agencies/ed300.html

Centers for Disease Control and Prevention Guidance and Considerations

- [Interim Guidance for Schools and Day Camps](#)
- [School Decision Tool](#)
- [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)
- [Considerations for Schools](#)

American School Counselor Association and National Association of School Psychologists

- [An Initial Guide to Leveraging the Power of Social and Emotional Learning – CASEL](#)
- [School Reentry Considerations for Supporting Student Social and Emotional Learning and Mental and Behavioral Health](#)

National Association of School Psychologists

- [Supporting Marginalized Students in Stressful Times: Tips for Educators](#)

Global Recess Alliance

- [Statement on Recess](#)

The PLAY Sports Coalition and National Council on Youth Sports

- [Return to Play Considerations](#)

National Federation of State High School Associations

- [Guidance for Opening Up High School Athletics and Activities](#)

Aspen Institute

- [Return to Play, COVID-19 Risk Assessment Tool](#)