**PHYSICAL ENVIRONMENT**

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| * Select a location for physical education instruction where students and staff can respect physical distancing guidelines and remain 6 feet apart. * If available facilities do not have sufficient space, class sizes should be adjusted appropriately to allow for physical distancing of 6 feet apart.   Confirm our spaces and class sizes via admin and COVID-19 response team. |
| * Classes should not be combined, and class size should not be increased for physical education instruction. * More space for instruction may be required for physical education class due to increased respiration of students when participating in moderate-to-vigorous physical activity.   What are my plans and modifications for MVPA activities and masks? |
| * Evaluate available outdoor spaces on school property. When possible, use outdoor spaces for physical education instruction. When outdoors, avoid the use of playground equipment, benches, or other permanent structures.   What outdoor space will I use? Which classes? How will we share this? What routine will I use to let students know how to come in together for instruction so they hear me or will I use guided practice sheets and pacing/timer/whistles? |
| * If students are required to remain in the same classroom for all instructional periods throughout the day, have physical education teachers rotate through classrooms to deliver instruction.   What is my district’s plan here?   * Ensure that physical education teachers are familiar with the classrooms and spaces where instruction will be delivered so they may adjust their lessons and activities appropriately based on the space available.   Remember modified P.E. plan when there was construction and I had to teach out of the science classroom. |
| * If using the gymnasium or multipurpose room for instruction, keep the doors and windows open if possible, to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity.   Confirm this is okay. Need door stops. Routine: Will one person be in charge of opening and closing up each day? Or by teacher, for each class?   * Consult with the school-wide COVID-19 response team to ensure the ventilation system is working properly and to ensure opening doors and windows is safe for students and staff.   Confirm |
| * Consider postponing or modifying units of instruction that take place in school weight rooms or swimming pools and/or consult local community COVID-19 guidelines on the use of these type of facilities.   Need to consult with the team for weight room classes ASAP. |
| * Coordinate with classroom teachers and the school-wide COVID-19 response team on a plan for transporting students from the classroom to the physical education space (e.g., gymnasium, outdoors, multipurpose room).   Communicate to all stakeholders via all media.   * Give students guidance on how to safely transition between classrooms while still maintaining physical distancing.   Have department-wide routine and policy for this. Team consistency & routine. Walk through the routine before teaching students (ask administration to walk through it with us as well) to see how it will go.   * Plan time to practice these transitions with students.   How and when? |
| * Provide visual guides and signs on floors and in hallways to help facilitate physical distancing as students and staff move from classroom to classroom.   Which signs will we use? Does COVID response team already have some? How many do we need/where?   * Ensure that students and staff with disabilities have proper accommodations and guidance to follow these cues.   Meet with special education department |
| * Advise students to come to school dressed in clothes that are appropriate for participation in physical education, whether indoors or outdoors. It is recommended that schools eliminate the use of locker rooms and the requirement that students must change into a physical education uniform for participation in physical education.   Discuss and confirm the expectations with the department. If we do allow access to the locker room, how will this work?  If we do not allow access to locker rooms, how do students enter and where do they put their belongings? Or can they bring any? What are our thoughts here? |
| * Plan to incorporate marked off areas (e.g., poly spots, cones, visual aids, signs) to ensure physical distancing among students and reduce cross contamination.   Spots, cones and/or floor tape? Do we have enough? How will we use for each class?   * Sanitize all equipment between class periods.   Who, how, when, etc. Routine for ending early to allow for sanitization in between classes? |
| * Consult with the school-wide COVID-19 response team and CDC guidance on proper sanitation procedures for cleaning high-touch surfaces in your facility (e.g., doorknobs, tables, handles).   Arrange a meeting.   * Surfaces like walls and floors do not require additional sanitation and will only require standard cleaning.   What if we are on floor (yoga/stretching, etc.) - then do we do a floor wipe down between classe?  What about using yoga mats and sanitizing before and after?   * Ensure that cleaners and disinfectants are stored properly and out of reach of students.   Need to confirm how this will work and that we have access. |
| * Drinking fountains should be cleaned and sanitized frequently or deemed out of service.   Who, how, when, etc. Routine for how this will be handled?   * Encourage students and staff to use individual water bottles.   Yes! |

**Other Notes:**

**PHYSICAL ENVIRONMENT**

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| * Select a location for physical education instruction where students and staff can respect physical distancing guidelines and remain 6 feet apart. * If available facilities do not have sufficient space, class sizes should be adjusted appropriately to allow for physical distancing of 6 feet apart. |
| * Classes should not be combined, and class size should not be increased for physical education instruction. * More space for instruction may be required for physical education class due to increased respiration of students when participating in moderate-to-vigorous physical activity. |
| * Evaluate available outdoor spaces on school property. When possible, use outdoor spaces for physical education instruction. When outdoors, avoid the use of playground equipment, benches, or other permanent structures. |
| * If students are required to remain in the same classroom for all instructional periods throughout the day, have physical education teachers rotate through classrooms to deliver instruction. * Ensure that physical education teachers are familiar with the classrooms and spaces where instruction will be delivered so they may adjust their lessons and activities appropriately based on the space available. |
| * If using the gymnasium or multipurpose room for instruction, keep the doors and windows open if possible, to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity. * Consult with the school-wide COVID-19 response team to ensure the ventilation system is working properly and to ensure opening doors and windows is safe for students and staff. |
| * Consider postponing or modifying units of instruction that take place in school weight rooms or swimming pools and/or consult local community COVID-19 guidelines on the use of these type of facilities. |
| * Coordinate with classroom teachers and the school-wide COVID-19 response team on a plan for transporting students from the classroom to the physical education space (e.g., gymnasium, outdoors, multipurpose room). * Give students guidance on how to safely transition between classrooms while still maintaining physical distancing. Plan time to practice these transitions with students. |
| * Provide visual guides and signs on floors and in hallways to help facilitate physical distancing as students and staff move from classroom to classroom. * Ensure that students and staff with disabilities have proper accommodations and guidance to follow these cues. |
| * Advise students to come to school dressed in clothes that are appropriate for participation in physical education, whether indoors or outdoors. * It is recommended that schools eliminate the use of locker rooms and the requirement that students must change into a physical education uniform for participation in physical education. |
| * Plan to incorporate marked off areas (e.g., poly spots, cones, visual aids, signs) to ensure physical distancing among students and reduce cross contamination. Sanitize all equipment between class periods. |
| * Consult with the school-wide COVID-19 response team and CDC guidance on proper sanitation procedures for cleaning high-touch surfaces in your facility (e.g., doorknobs, tables, handles). * Surfaces like walls and floors do not require additional sanitation and will only require standard cleaning. * Ensure that cleaners and disinfectants are stored properly and out of reach of students. |
| * Drinking fountains should be cleaned and sanitized frequently or deemed out of service. Encourage students and staff to use individual water bottles. |

**OTHER NOTES:**

**PERSONAL HYGIENE**

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| * Have students and staff wash or sanitize hands as they enter and exit the class. * Teach students proper hand hygiene, respiratory etiquette, and physical distancing guidelines. * Use CDC downloadable resources on handwashing as visual cues and reminders. |
| * Face coverings should be worn by staff and encouraged for students (particularly older students) if feasible and are most essential in times when physical distancing is difficult. * Teachers who provide instruction to English-language learners or students with hearing impairments may need to make modifications, such as wearing a clear face covering. |
| * Face coverings are not recommended for anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the covering without assistance. |
| * Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. * Ensure proper physical distancing and air flow when students are unable to wear face coverings. |
| * Consult with the school-wide COVID-19 response team and school nurse on proper protocol for students with asthma or other underlying conditions which may prohibit them from wearing face coverings. |
| * Consult with the school-wide COVID-19 response team and the school nurse on proper protocol for students wearing face coverings when participating in moderate-to-vigorous physical activity, especially for students with asthma or other chronic conditions. |
| * Use CDC guidance to teach students how to properly wear and remove face coverings and why they are important for protecting students and staff from the spread of COVID-19. |
| * Recognize and address the stigma that may occur as a result of COVID-19 when students cough or sneeze or are unable to wear face coverings due to underlying conditions. |

**OTHER NOTES:**

**EQUIPMENT SAFETY & SANITATION**

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| * Consult with the school-wide COVID-19 response team and CDC guidance on proper physical education equipment sanitation procedures. |
| * Inventory physical education equipment at the school to identify which pieces of equipment can be easily and effectively sanitized. Cloth or porous materials are more difficult to properly sanitize than vinyl or plastic materials. |
| * Limit the use of physical education equipment and eliminate the use of equipment that would be passed between or shared by multiple students throughout a class period. |
| * For equipment that will be touched or handled by students, assign each student their own piece of equipment for that class period. * Properly clean and disinfect equipment between classes. * If there is not equitable access to equipment for all students or if equipment cannot be properly cleaned and disinfected between classes, avoid the use of equipment altogether. |
| * If using equipment, keep extra materials available in case a piece of equipment being used by a student becomes dirty or unsanitary during a lesson or activity. |
| * Equipment that will be touched or handled by students should be cleaned with soap and water and then disinfected with an EPA-approved disinfectant that is effective for COVID-19 and is safe for that piece of equipment (check manufacturer recommendations). * Disinfectants should only be used on materials that students are not likely to put in their mouths. |
| * Staff should be properly trained on how to safely apply disinfectant and have access to the appropriate personal protective equipment needed. * Ensure sufficient ventilation when applying disinfectants. Follow the directions listed on the disinfectant label. * Make sure disinfectants are stored appropriately and out of reach of students. * Always consult with the school-wide COVID-19 response team before creating a plan for sanitizing equipment. |
| * Some materials (porous or cloth material) cannot be effectively cleaned and should be removed from instructional areas (e.g., area rugs, pillows, cushions). |
| * Keep each student’s belongings in a separate, safe and clean space such as individually labeled cubbies, lockers, or areas. * Consider purchasing baskets to hold individual student belongings if previously mentioned spaces are not available. |

**OTHER NOTES:**

**INSTRUCTIONAL STRATEGIES**

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| * Continue to address all five National Standards for K-12 Physical Education by selecting associated activities that require little or no use of shared equipment by students. * Educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate. * NOTE: In some situations, it may not be possible to address all Grade-Level Outcomes due to the constraints of physical distancing. |
| * Teachers should use a microphone and speaker when delivering instruction to students. * The use of face coverings and the need for students to spread out to accommodate physical distancing may make it more difficult for teacher instructions to be heard. |
| * Focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking and target games). |
| * Use games and activities that require no physical contact and do not require students to be in close physical proximity to each other. |
| * Include opportunities for student choice and incorporate student-suggested activities when appropriate. |
| * Ensure lessons are planned around the available space for instruction. |
| * Identify activities and units that can enhance the development of health education skills (e.g., self-management, interpersonal communication). |

**OTHER NOTES:**

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**Curriculum Resource & Examples:**

* SHAPE America Resource List from July Webinar: “[Effective Teaching Practices for K-12 Physical Educators Using the SHAPE America School Reentry Considerations](https://docs.google.com/document/d/15ELTPPJRuUP_k76XhkhE0BDC2Xw7mQqc4YbZ_UCvGiU/edit?usp=sharing)”
* Other SHAPE America School Re-Entry Considerations Resources:
  + See Page 24: [K-12 Physical Education In-School Instruction With Physical Distancing Supplement](https://www.shapeamerica.org/advocacy/Reentry/K-12_School_Re-entry_Considerations.aspx). Examples, activity ideas and strategies for how to on National Standards and Grade-Level Outcomes
  + [Teaching Strategies Workbook](https://www.shapeamerica.org/uploads/pdfs/2020/reentry/K-12_School_Reentry_Teaching_Strategies_Workbook_FINAL.pdf) - Another great planning tool.
  + [At Home STUDENT SURVEY TEMPLATE (based upon example in Teaching Strategies Workbook)](https://www.shapeamerica.org/uploads/docs/2020/reentry/HPE_At-Home-Student_Survey_Template.docx)