PHYSICAL EDUCATION TOGETHER: Guidelines for Temporary Modifications to Physical Education Programs in Maryland Public Schools

A COLLABORATION PROJECT BETWEEN:
Maryland State Department of Education, Teachers, Local System Leaders, Higher Education Professionals, Maryland Adapted Physical Education Consortium (MAPEC), and the Society of Health and Physical Educators Maryland (SHAPE Maryland)

UPDATED: August 26, 2020
# TABLE OF CONTENTS

## OVERVIEW
- Background .......................................................................................................................................................... 3
- Purpose .................................................................................................................................................................. 3
- Context .................................................................................................................................................................. 3
- Expectations ........................................................................................................................................................ 3
- How to Use This Document ................................................................................................................................ 4

## Challenges
- Scheduling .......................................................................................................................................................... 4
- Best Practices ...................................................................................................................................................... 4
- Trauma Informed Approach .................................................................................................................................... 5
- Synchronous and/or Asynchronous Teaching ....................................................................................................... 5
- Recovery for Loss of Learning ............................................................................................................................... 5
- Instructional Space ................................................................................................................................................. 6
- Physical Education Equipment .................................................................................................................................. 7
- Locker Rooms ......................................................................................................................................................... 8
- Handwashing .......................................................................................................................................................... 8
- Contact Sports ....................................................................................................................................................... 9
- Health-Related Fitness Testing ................................................................................................................................ 9
- Serving Students with Special Needs .................................................................................................................... 10
- Face Coverings ..................................................................................................................................................... 11
- Water Breaks .......................................................................................................................................................... 11
- Professional Learning .......................................................................................................................................... 12

## Resources
- This is a living document, and it will be updated periodically as the situation continues to evolve and we receive feedback and additional guidance from State and local health departments.
OVERVIEW

BACKGROUND
The COVID-19 pandemic has changed the way that education systems within Maryland function. With local school systems (LSSs) moving to reopen, we know that it will not be a return to learning as it was. Therefore, this document was created to provide guidance and technical assistance on how to modify curriculum and instruction for physical education classes while mitigating the spread of SARS-CoV-2 (COVID-19). The suggested modifications were designed to supplement the Maryland Strong: Roadmap to Recovery and the Maryland Together: Recovery Plan for Education. They are also rooted in the Whole School, Whole Community, and Whole Child model.

These suggestions were developed in collaboration with LSS leaders, the Maryland Adapted Physical Education Consortium (MAPEC), and the Society of Health and Physical Educators Maryland (SHAPE Maryland). They are designed to support current best practices for physical education and are based upon the most up-to-date information available at the time.

PURPOSE
This document is intended to highlight physical education as a critical part of a well-rounded education and an essential learning opportunity for Maryland’s young people as they heal, re-socialize, and adapt to new learning environments. This document asserts young people’s right to a well-rounded education and highlights the critical and unique values physical education offers: providing students with opportunities to learn motor skills and gain an understanding of the importance of physical activity.

Our intention through these guidelines is also to provide key decision-makers with enough information to strengthen every school’s ability to provide meaningful, safe, culturally responsive, pedagogically appropriate, standards-based physical education.

CONTEXT
This document was written with three return-to-school scenarios in mind:
1. Schools are not open and teacher-directed, distance learning continues.
2. Schools are open but operating on a blended (at-home and in-school) model that allows for staggered, partial, or adapted schedules.
3. Schools are open but with stringent mitigation protocols in place.

Regardless of the scenario, it is important for educators to realize that these recommendations are non-exclusive and intended to help teachers and LSS leaders restore, reconstruct, and re-design education. Our central focus will remain the physical education standards, and with the right resources and some creativity it can be achieved with physical distancing requirements.

Ultimately, this document is not designed to be prescriptive and instead aims to provide stakeholders with different ideas, resources, and suggestions as they plan for teaching and learning.

EXPECTATIONS
All students in Maryland will continue to progress in developing their knowledge, skills, and confidence in becoming physically literate. Teachers should focus much of their efforts on social and emotional learning and take a trauma-informed approach. Lessons and their corresponding assessments will continue to be driven by the Maryland Physical Education Framework.

We want every student and every educator to feel comfortable and safe returning to school environments. Governor Hogan, the Maryland State Department of Education, and other local agencies will take the lead in developing and enforcing mitigation protocols. Changes may be made to their plan(s) throughout the implementation, in a safe manner, as warranted by public health.
HOW TO USE THIS DOCUMENT
Under the direction of local authorities, schools and physical education classes in particular will eventually resume face-to-face instruction. The mitigation measures that are necessary for our community’s safety and wellbeing will be challenging for both teachers and students. Therefore, the workgroup has identified some of those challenges and corresponding modifications based on the perceived level of risk towards contracting COVID-19.

**LOW-RISK** - Activities in this category will be limited to distance learning at home.

**MEDIUM-RISK** - Activities in this category will require strict physical distancing and mitigation strategies without the use of equipment.

**HIGH-RISK** - Activities in this category will allow some conditions (e.g., equipment use), to return to normal, but close attention needs to continue to be made to mitigate the spread of COVID-19.

Contextualization and adaptation will be critical in responding to local needs. Be sure to include the voices of physical education teachers, community leaders, and students when creating a localized plan that best suits your community. It will be critical to identify and navigate the gaps in equity that have surfaced during the COVID-19 pandemic.

CHALLENGES

**SCHEDULING - How can physical educators mitigate the transmission of COVID-19 by having fewer students and staff in a given classroom or space?**

**COMAR** continues to require an instructional program in physical education each year with sufficient frequency and duration to meet the State framework. Physical education classes should be offered as a rotation to provide the necessary content and support to students for a well-rounded curriculum while also helping to reduce the student-teacher ratios in each learning environment.

Distance learning physical education courses will occur if face-to-face instruction is deemed unsafe for all subject areas. Examples of standards-based physical education lessons for distance learning have been curated by SHAPE America.

**MEDIUM AND HIGH-RISK**

- Reorganize classes with a temporary alternative schedule to reduce the student-teacher ratios.
- Consider using a blended or flipped classroom model to maximize a continuity of learning.
- Consider repurposing a variety of spaces for instruction (e.g., a local park, an outdoor ball field, a parking lot, a tennis court)

**BEST PRACTICES - How can physical educators provide a continuity of learning for PE through the COVID-19 pandemic and beyond?**

**LOW, MEDIUM, AND HIGH-RISK**

- Provide sequential, knowledge-rich materials and assessments to ensure that students have mastered the standards-based content that directly aligns with the Maryland Framework.
- Use instructional strategies that foster equity, diversity, and inclusion.
- Promote autonomy, challenge by choice, decision-making, and problem-solving skills for all students.
- Involve students in the decision-making processes.
- Communicate with parents and guardians through multiple means that have been approved by your local school system (e.g., letters, e-mails, phone calls, and video chats).
TRAUMA INFORMED APPROACH - How can physical educators support students’ health, well-being, and recovery through the COVID-19 pandemic and beyond?

Many students will have experienced trauma as a result of the COVID-19 pandemic. This trauma can impact learning, behavior, and relationships at school. Educators can take a trauma-informed approach by:

- Realizing the widespread impact of trauma and pathways to recovery.
- Recognizing the signs and symptoms of trauma.
- Responding by integrating knowledge about trauma into all facets of the system.
- Resisting re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices.

SYNCHRONOUS AND/OR ASYNCHRONOUS TEACHING - How can physical educators take advantage of emerging media (when available) to enhance distance learning?

Synchronous teaching is commonly supported by media such as videoconferencing and live chats. Students and teachers interact with materials in a social environment and have the ability to ask and/or answer questions in real-time.

Asynchronous teaching is commonly facilitated by sending messages to students or peers through discussion boards and accessing downloadable documents. Students and teachers have the ability to view materials when participants cannot be online at the same time.

Neither approach is sufficient on its own; however, there are situations that tend to favor one of the two strategies. SHAPE America recommends surveying your school community on the types of technology available to them in order to ensure equity, inclusion, and accessibility for all.

RECOVERY FOR LOSS OF LEARNING - How can physical educators assess knowledge loss and gaps related to the abrupt closure of schools?

Local school system leaders need to anticipate a widened divide in academic progress because of the abrupt closure of school buildings. Considerations need to be made for each individual community because some students were able to access distance learning materials and were able to continue to grow academically, while other students might have experienced difficulty accessing and/or engaging with digital learning materials.

Plans to make up for lost academic progress due to school closures and distresses associated with the pandemic are not unique to physical education. However, the academic expectations need to be realistic because schools do not need to become a source of further distress for students (and educators) at a time when they need additional support.

Upon returning to the school building, educators should consider administering a standards-based cognitive, affective, and psychomotor assessment that can identify specific gaps in learning. Curricula should then be adjusted accordingly and/or the student(s) placed in an appropriate intervention program.
INSTRUCTIONAL SPACE - How can physical educators mitigate the transmission of COVID-19 by utilizing a large, safe space that is conducive to learning, movement, and physical distancing?

1. Take your students outside if you have a large, safe space and weather conditions permit.
   - Remind students to wear appropriate clothes for the current weather conditions.
   - Encourage teachers and students to wear a hat and sunscreen when outside for prolonged periods of time.
   - Speak with community members and school system leaders about modifying your existing weather-related guidelines that would normally prohibit outdoor activities when it is too cold or too hot outside.
   - Consider adding new provisions to your weather-related guidelines that would require mandatory water breaks, winter coats, hats, and/or gloves.

2. If you cannot go outside utilize your space as you normally would. However, if your facility has the capability, consider opening the wall or partition between the gym and cafeteria.

3. If you do not have a large enough indoor space for physical activity (gymnasium, cafeteria, multipurpose room, etc.), consider repurposing your lessons and outcomes to fit within the confines of a classroom.

MEDIUM-RISK

- Use wet-erase floor markers, floor tape, field paint, and/or chalk to visually identify physical distancing.

HIGH-RISK

- Use cones, mats, poly-spots, and/or hula-hoops to visually identify physical distancing.
- When using a tangible item as a visual representation of space such as a cone, poly-spot, or mat, be sure to limit it to one per student and disinfect the item(s) between classes.

ADDITIONAL SUGGESTIONS

- Ensure ventilation systems operate properly and increase the circulation of outdoor air as much as possible by opening windows and doors, using fans, and other methods. Do not open windows and/or doors if doing so poses a safety or health risk (e.g., by allowing outdoor environmental contaminants including carbon monoxide, molds, or pollens into the building) to people using the facility.
- Use separate controlled entrance and exit points.
- Utilize exterior entry/exit doors to pick up and transport students to their learning space(s).
- Maintain social distancing when moving students across campus.
- Access technology (e.g., a digital projector and display, a megaphone, a sound system for music, a microphone, and/or an electronic whistle) to effectively communicate with classes impacted by increased social distancing.
- Minimize movement between classes.
- If used, the ballet barres should be cleaned and disinfected after every class session. If the barres are not in use, consider removing.
- Clean and disinfect dance floors with a disposable floor mop system after every class.

ADDITIONAL RESOURCES

- Centers for Disease Control and Prevention - Social Distancing
- Centers for Disease Control and Prevention - Considerations for Schools
- SHAPE America - Virtual and Distance Learning Resource Guide
- SHAPE Maryland - COVID-19 Resources for Re-Entry
**PHYSICAL EDUCATION EQUIPMENT** - How can physical educators mitigate the transmission of COVID-19 by limiting or eliminating direct contact with equipment?

**MEDIUM-RISK**

- Don’t use any equipment (e.g., pool noodles, mats, poly spots, cones, goals, bats, balls, paper, pencil, or iPads).
- Use wet erase floor markers, floor tape, field paint, and/or chalk so students can have a visual representation of social distancing.

**HIGH-RISK**

- Ask students to bring in their own equipment. Be very mindful of your community’s needs. It might be best to avoid requiring students to purchase something new. Encourage families to make their own equipment or bring items they already have regardless of size and condition. Make sure students label their equipment by name and grade and have a place where it can stay isolated and only be touched or returned by that student.
- Consider including two or three universal pieces of equipment in your students’ back to school supply list. Inexpensive universal items may include a playground ball, a tennis ball, and/or a jump rope. Be very mindful of your community’s needs if you choose this option!
- If students are unable to make or bring in their own equipment, consider using items from your school that can easily be cleaned and disinfected.
- Establish equipment collection routines and protocols to mitigate cross-contamination by designating “clean” and “dirty” collection bins.
- If you have a small number of students, and you have enough equipment, clean it and label it for each student. Have a place where it can stay isolated and only be touched or returned by that student. This equipment becomes theirs and theirs alone while they are at school.
- Consider teaching different units at the same time if it is not feasible to clean and disinfect equipment between classes. For example, class A is working on meeting outcomes to dribble with their foot, while class B is working on striking with a long-handled implement.
- **Weightlifting** – Choosing exercises that do not require spotters. Resistance training should be emphasized as body weight, sub-maximal lifts with an increased use of resistance bands. Clean and disinfect all contact surface areas after each student.

**CLEANING RECOMMENDATIONS**

- **Clean the surface** (remove dirt and impurities from the surface) before disinfecting to kill the germs. If the surface is not cleaned first, the disinfectant is less likely to be effective.
- Most common EPA-registered household disinfectants should be effective for disinfecting program spaces. The EPA recommends using these **disinfectants for use against SARS-CoV-2**. The CDC suggests using diluted household bleach solutions if appropriate for the surface. Follow the manufacturer’s instructions for application and proper ventilation. Keep in mind that different bleach products have different concentrations. Check to ensure that the product is not past its expiration date as the concentration will degrade over time. Never mix household bleach with ammonia or any other cleanser.
- It is important to note the contact time needed to disinfect a surface for COVID-19. Consider speaking with your administrator to allow enough time in your schedule for proper disinfecting.
- Teachers and/or staff members should consider attending training on how to safely handle and clean potentially contaminated materials.

**ADDITIONAL RESOURCE**

National Federation of High School Sports - [Guidance for Opening High School Athletics](https://www.nfhs.org)
**LOCKER ROOMS - How can physical educators mitigate the transmission of COVID-19 by prohibiting students and staff from using confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces?**

**MEDIUM AND HIGH-RISK**
- Allow students to participate to the best of their ability while wearing the clothes they wore to school.
- Encourage students to wear to school comfortable clothing and safe footwear that allows for safe movement and is appropriate for the weather.
- Utilize hallway bathrooms when necessary.
- Plan alternative activities for students who are not wearing safe attire. The alternative activity must align with the same grade-level outcome(s) that the rest of the class is working towards mastering that class period.
- Dress should not be a part of your grading system.

**HIGH-RISK**
- Allow a small number of students to use the locker room at a time while remaining physically distanced.
- Have a collection of safe footwear and appropriate clothing students can borrow if the clothing and footwear they wore to school is not safe for physical activity. Make accommodations for them to safely change and return the items for cleaning. Establish collection routines and protocols to mitigate cross-contamination by designating clean and dirty collection bins. *Do NOT force and/or require students to wear borrowed clothing.* Teachers should take appropriate precautions when handling, cleaning, and disinfecting borrowed footwear and clothing.

**ADDITIONAL RESOURCE**

**HANDWASHING - How can physical educators mitigate the transmission of COVID-19 by adhering to enhanced hygiene practices?**

Designate enough time for every student to wash their hands with soap and water before AND after class. If soap and water are not feasible, consider allowing students to use hand sanitizer that is at least 60% alcohol in content before AND after class. Remind students of [best practices for handwashing](https://www.cdc.gov/handwashing/default.htm) and place [posters](https://www.cdc.gov/handwashing/posters.html) in and around your designated wash space. Have adequate supplies (including soap, hand sanitizer, paper towels, tissues, and no-touch trash cans) readily available to support healthy hygiene behaviors.

**MEDIUM AND HIGH-RISK**
- Maximize your instructional time by designating multiple wash stations within your space.
- Allow students to be excused from instruction if they feel the need to wash their hands again.
- Encourage students to wash their hands again if you suspect contamination.
- Do not limit the amount of supplies needed to properly disinfect hands.
- Have supplies readily available to prevent delays in cleaning or sanitizing.

**ADDITIONAL RESOURCES**
Centers for Disease Control and Prevention - [How to Protect Yourself & Others](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/hygiene-guidance.html)
Caring for Our Children - [Hand Hygiene Guidance](https://www.caringforourchildren.org/teaching-practitioners/hygiene)
CONTACT SPORTS - How can physical educators mitigate the transmission of COVID-19 by adhering to physical distancing recommendations and prohibiting contact sports?

Contact sports in a physical education setting is typically a team activity in which participants come within 2 meters (6 feet) of each other. Invasion games—activities in which students try to advance into an opponent’s territory in order to score a goal or point—would also fall under this category.

Activities that involve close, sustained contact between participants and lack significant protective barriers have a high probability that respiratory particles will be transmitted between participants. Examples of activities that traditionally do not meet social distancing recommendations include tag, soccer, basketball, hockey, football, lacrosse, volleyball, ultimate, and handball.

However, students can still learn and practice the skills that are typically performed in team sports without a partner or by sharing equipment.

MEDIUM-RISK
- Wait until physical distancing restrictions are lifted in order to cover the associated grade-level outcomes.

HIGH-RISK
- Partner passing
- Shooting on a goal
- Physically distanced – non-contact defense

ADDITIONAL RESOURCE
Online Physical Education Network (OPEN) - New OPEN Weekly (NOW)
National Federation of High School Sports - Guidance for Opening High School Athletics

HEALTH-RELATED FITNESS TESTING - How can physical educators mitigate the transmission of COVID-19 by eliminating direct contact with potentially infected equipment and materials?

LOW, MEDIUM, AND HIGH-RISK
- Wait until all physical distancing restrictions are lifted to administer the assessment with fidelity.
- If your school system requires a health-related fitness assessment, consider altering your Wellness Plan by removing that requirement or allow a conditional waiver.
- Consider allowing personal choice and record-keeping to be completed at home (push-ups, curl-ups, etc.).

MEDIUM-RISK
- Limit testing components to those that do not require equipment and/or paper records.

HIGH-RISK
- Disinfect equipment (mats, bars, boxes, etc.) after every student performs while following your school system’s and/or Caring for Our Children’s (CFOC’s) cleaning, sanitizing, and disinfecting guidelines.

ADDITIONAL RESOURCE
Maryland State Department of Education - Health-Related Fitness Testing in Maryland
The meaningful participation of all students, regardless of background, identity, or ability, is essential for optimal instruction and learning. No less importantly, schools and educators will need to foster a culture of acceptance and belonging for all students. The current global health crisis has caused stress, trauma, and disruption in routine for many students. These distressing feelings may have been compounded for students requiring additional learning support.

Local school systems must provide reasonable accommodations that ensure students with disabilities have an equal opportunity to participate to the fullest extent possible in a standards-based physical education program regardless of context. Teachers must continue to provide reasonable accommodations as documented in the student’s 504, IEP, or Continuation of Learning Plan. Adapted Physical Education (APE) will continue to be offered as a service and ensure that students benefit from standards-based instruction in the least restrictive environment.

LOW, MEDIUM, AND HIGH-RISK

- Meet students where they are. Be aware that students may move, think, feel, and act differently now and may need time to relearn skills.
- Continue to provide reasonable accommodations.
- Any amendment(s) made to a student’s IEP should be agreed upon by the guardian(s), documented, and provided to the guardian(s) and other members of the IEP service delivery team.
- Many disability-related modifications and services can be effectively provided through alternative delivery options, such as distance technology.
- Be mindful that students’ progress is very dependent on their home support systems. Guardians and caregivers may need additional guidance.
- Concentrate on building upon and expanding relationships with students6(10,12),(991,986) and their guardians.
- Survey guardians to see which communication method they prefer.
- Whenever possible use home languages and inclusive strategies for those who have limited access to technology.
- Consider alternative ways to reach families (e.g., churches, social service agencies, neighborhood groups, social media, and other community connections).
- Collaborate with classroom teachers and paraprofessionals.
- Be mindful that technology at home is not available to everyone.
- Ensure that digital materials (e.g., closed captioning, color contrast, enlargeable PDFs, and formatted tables) are accessible by all students. Accessibility Best Practices (pdf)
- Simplify instruction. Limit the number of clicks needed to access digital materials.

ADDITIONAL RESOURCES

Maryland State Department of Education - Serving Students with Disabilities
Maryland State Department of Education - Continuity of Learning to Students with Disabilities
Maryland State Department of Education - Extended School Year Services
Maryland State Department of Education - Special Education Frequently Asked Questions
Maryland State Department of Education - Guide for Serving Students with Disabilities
Special Olympics - Fit 5 Program Materials and Videos
Emily Clowser, Liz Metz, and Jody Duff - Providing Modifications for PE Skills to stay on TARGET
**FACE COVERINGS** - How can physical educators mitigate the transmission of COVID-19 by encouraging students, teachers, and staff to wear a face covering when feasible?

Exercising after students have stayed home for an extended period of time with little to no physical activity during the COVID-19 pandemic may pose unforeseen health risks not directly related to the virus. Wearing a face covering will impede the flow of air during intense physical activity. Therefore, classes should start with light physical activity, such as walking, to allow students to build up their physical strength and familiarity with wearing a face covering for extended periods of time. Know that the quality of students’ performance in moderate-to-vigorous physical activity will be impeded when wearing a face covering regardless of preexisting medical conditions. Accommodations must be made when students and staff are exercising while wearing face coverings.

**MEDIUM AND HIGH-RISK**
- When feasible face coverings should be worn by staff and encouraged in students (particularly older students).
- Provide ongoing accommodations and frequent breaks to students with asthma and other respiratory conditions.
- Encourage students to follow LSS protocols by having their inhaler on-site and ready for use as directed by their pediatrician.
- When feasible face coverings should be replaced if they become saturated with perspiration and/or saliva.
- Face coverings may be removed in a well-ventilated location AND when students remain physically distant—two or more meters apart.

**RECOMMENDED LESSONS**
When to wear a face covering; How to wear a face covering properly; How to remove a face covering safely; How to clean and disinfect a face covering; How to safely store a face covering.

**ADDITIONAL RESOURCES**
- Centers for Disease Control and Prevention - Use of Cloth Face Coverings in Schools
- Centers for Disease Control and Prevention - Cloth Face Coverings
- Maryland Department of Health - Guidance for Use of Cloth Face Coverings in Schools
- Parabola Project - Practitioner Toolkit: Building a “Mask Culture”

**WATER BREAKS** - How can physical educators mitigate the transmission of COVID-19 by eliminating direct contact with potentially infected surfaces?

**MEDIUM AND HIGH-RISK**
- Encourage students to bring their own water bottles, filled at home, and labeled. Make accommodations that will each student to store their bottle out of the way and in an isolated location so that it can only be touched/returned by that student. There must be absolutely no sharing.

**HIGH-RISK**
- Allow students to refill their water bottles using a school fountain.
- Allow students to use disposable cups from central filling stations.
- Consider having disinfecting wipes centrally located near filling stations to allow students who are old enough to wipe down the filling station before and after use.
PROFESSIONAL LEARNING - How can physical educators develop a deeper understanding of their craft and mitigate the transmission of COVID-19 by meeting virtually?

With guidance from local officials, administrators, supervisors, school leaders, and teachers should seek out Professional Learning opportunities to mitigate the risk of community-based transmission AND provide continuity of learning.

- Consider attending MSDE, SHAPE America, SHAPE Maryland, MAPEC, #PhysEdSummit, ChargedUP, OPEN Phys Ed, SPARKecademy, EPEW, iPHYS-ED, NFHS, PHE Canada, and/or your LSS’s conventions and workshops.
- Consider becoming a Google or Apple certified educator.
- Check out the latest tweets: #phyesd #PDinPE #HPEatHome #SDinPE

SUGGESTED TOPICS
- Determining the Essential Components of a Standards-Based Lesson for Distance Learning
- Determining the Essential Components of a Standards-Based Assessment for Distance Learning
- How to Safely and Properly Sanitize Equipment and Spaces

RESOURCES

The development of the Physical Education Together: Guidelines for Temporary Modifications to Physical Education Programs in Maryland Public Schools document would not have been possible without the efforts of many people. The MSDE, teachers, LSS Leaders, Higher Education Professionals, MAPEC, and SHAPE Maryland took into consideration the work of numerous organizations. Without their resources and up-to-date information, we would not have the necessary tools to create an essential document such as this.

<table>
<thead>
<tr>
<th>Organization and Hyperlink</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryland State Department of Education - COVID-19 Resources and Information</td>
<td>Curated COVID-19 resources and information from multiple State agencies</td>
</tr>
<tr>
<td>Maryland State Department of Education - Physical Education</td>
<td>Physical Education resources and information for Maryland Public Schools</td>
</tr>
<tr>
<td>Maryland State Department of Education - Social and Emotion Learning Overview</td>
<td>Health Education and Physical Education Crosswalk with CASEL’s core-competencies</td>
</tr>
<tr>
<td>Maryland State Department of Education - Arts Together</td>
<td>A Planning Guide for Fine Arts and Dance Educators</td>
</tr>
<tr>
<td>Maryland State Department of Education - Equity and Cultural Proficiency</td>
<td>A Guide to Educational Equity in Maryland</td>
</tr>
<tr>
<td>Maryland State Department of Education - Learning Links</td>
<td>Resources to Support Students with Disabilities During the COVID-19 Pandemic</td>
</tr>
<tr>
<td>Maryland Department of Health - Schools, Child Care Programs, and Youth Camps</td>
<td>Response to a Laboratory Confirmed Case of COVID-19 and COVID-19-like Illness</td>
</tr>
<tr>
<td>Society of Health and Physical Educators America (SHAPE America) - School Reentry Considerations</td>
<td>K-12 Physical Education, Health Education, and Physical Activity</td>
</tr>
<tr>
<td>Society of Health and Physical Educators America (SHAPE America) - Essential Components</td>
<td>Delineation of the essential components that provide the structure for a high-quality physical education program</td>
</tr>
<tr>
<td>Society of Health and Physical Educators America (SHAPE America) - Appropriate Instructional Practice Guidelines</td>
<td>A Side-by-Side Comparison of Appropriate and Inappropriate Physical Education Best Practices</td>
</tr>
<tr>
<td>Organization and Hyperlink</td>
<td>Summary</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Society of Health and Physical Educators America (SHAPE America) - Social and</td>
<td>An SEL Crosswalk with the Physical Education National Standards and the</td>
</tr>
<tr>
<td>Emotional Crosswalk</td>
<td>CASEL Foundational Competencies</td>
</tr>
<tr>
<td>Society of Health and Physical Educators America (SHAPE America) - Teaching Strategies</td>
<td>2020-2021 School Reentry Considerations: K–12 Physical Education, Health</td>
</tr>
<tr>
<td>Workbook</td>
<td>Education, and Physical Activity</td>
</tr>
<tr>
<td>Collaborative for Academic, Social, and Emotional Learning (CASEL) - Reunite, Renew,</td>
<td>Social and Emotional Learning (SEL) Roadmap for Reopening School</td>
</tr>
<tr>
<td>and Thrive</td>
<td></td>
</tr>
<tr>
<td>National Child Traumatic Stress Network, Schools Committee (NCTSN) - Framework</td>
<td>Creating, Supporting, and Sustaining Trauma-Informed Schools: A System</td>
</tr>
<tr>
<td></td>
<td>Framework</td>
</tr>
<tr>
<td>Centers for Disease Control and Prevention (CDC) - COVID-19 Response</td>
<td>Activities and Initiatives Supporting the COVID-19 Response and the</td>
</tr>
<tr>
<td></td>
<td>President’s Plan for Opening America Up Again</td>
</tr>
<tr>
<td>Environmental Protection Agency (EPA) - Disinfecting Toolkit</td>
<td>Green Cleaning, Sanitizing, and Disinfecting: A Toolkit for Early Care</td>
</tr>
<tr>
<td></td>
<td>and Education</td>
</tr>
<tr>
<td>American Academy of Pediatrics - COVID-19 Considerations</td>
<td>COVID-19 Planning Considerations: Return to In-person Education in Schools</td>
</tr>
<tr>
<td>Johns Hopkins - eSchool+ Initiative</td>
<td>Tools and resources for K-12 schools</td>
</tr>
<tr>
<td>Johns Hopkins: Rules Center - COVID-19 Resources</td>
<td>Curated COVID-19 resources and materials</td>
</tr>
<tr>
<td>The ASPEN Institute - Project Play</td>
<td>The Corona Virus and Youth Sports</td>
</tr>
<tr>
<td>National Federation of State High School Associations (NFHS) - Guidance for Opening Up</td>
<td>Guidance on how to approach the many components of “opening up” high</td>
</tr>
<tr>
<td>High School Athletics</td>
<td>school athletics and activities</td>
</tr>
<tr>
<td>US Olympic and Paralympic Committee (USOPC) - Guide</td>
<td>USOPC Guidance: Return to Training and Sport Event Planning</td>
</tr>
<tr>
<td>Special Olympics - Return to Activities</td>
<td>Protocol and accompanying materials</td>
</tr>
<tr>
<td>Special Olympics - COVID-19 Information &amp; Resources</td>
<td>Resources and programming to promote health, safety, well-being, and</td>
</tr>
<tr>
<td></td>
<td>engagement</td>
</tr>
<tr>
<td>Action for Health Kids - Back to School: Safe &amp; Healthy in an Uncharted Landscape</td>
<td>Resources to help families, educators, and school staff keep kids active</td>
</tr>
<tr>
<td>American Federation of Teachers (AFT) - A Plan to Safely Reopen America's Schools and</td>
<td>Guidance for imagining a new normal for public education, public health,</td>
</tr>
<tr>
<td>Communities</td>
<td>and our economy in the age of COVID-19</td>
</tr>
<tr>
<td>Physical Education New Zealand - Guidelines for School-Based PE</td>
<td>Guidelines for Physical Educators in Primary, Intermediate, and</td>
</tr>
<tr>
<td></td>
<td>Secondary school environments</td>
</tr>
<tr>
<td>The Association for Physical Education (afPE) - Guidance</td>
<td>Interpreting the United Kingdom’s Guidance in a Physical Education</td>
</tr>
<tr>
<td>Physical and Health Education Canada (PHE Canada) - Return to School Canadian Physical</td>
<td>COVID-19 Pandemic: Return to School Canadian Physical and Health</td>
</tr>
<tr>
<td>and Health Education Guidelines</td>
<td>Education Guidelines</td>
</tr>
<tr>
<td>SHAPE PA - Health and Physical Education Reentry Plan</td>
<td>Health and Physical Education in Pennsylvania Schools Under CDC Guidance</td>
</tr>
<tr>
<td>Hip Hop Public Health - Handwashing</td>
<td>Student-friendly handwashing video</td>
</tr>
</tbody>
</table>

**Non-Discrimination Statement**

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

*Equity Assurance & Compliance Office*

Maryland State Department of Education
200 West Baltimore Street, Baltimore, MD 21201-2595
Voice: 410-767-0426 • Fax: 410-767-0431 • TTY/TDD: 410-333-6442