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IAHPERD



Comparison of ISBE / IDPH Guidance and Guidance from SHAPE America / IAHPERD regarding Physical Education

General Information

ISBE Guidance:

Face coverings must be worn

SHAPE America and IAHPERD Guidance:

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.

No more than 10 individuals may be in one space at any one time during Phase 3. No more than 50 individuals may be in one space at any one time during Phase 4

Select a location for physical education instruction where students and staff can respect physical

Activities must allow for 6-foot distance between students as much as possible

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.

Plan to incorporate marked off areas (e.g., poly spots, cones, visual aids, signs) to ensure physical distancing among students and reduce cross contamination.

Whenever feasible and weather permitting, educators should select outdoor physical education activities that allow natural social distancing

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.

Games and sport activities that require close guarding and any potential physical contact with another player must be avoided

Use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.

Hand shaking, high fives, or other physical contact is prohibited

If physical education must be taught inside, consider using separate partitions in open spaces, utilizing markings on the gymnasium floor/wall/field to maintain distance between participants

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.

Students and staff should perform hand hygiene at the start and end of each class period or when hands are visibly dirty

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 [hand](#)

[washing](#) as visual cues and reminders.

It is recommended that educators have access to technology to broadcast instruction to maximize social distancing (e.g., megaphone or microphone)

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.

Equipment

ISBE Guidance:

SHAPE America and IAHPERD Guidance:

The use of shared equipment is not recommended

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.

Any shared equipment must be cleaned between each student use and disinfected at the end of each class

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.

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.

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.

Fitness center equipment, such as treadmills, ellipticals, stationary bicycles, weights, etc., should be cleaned and sanitized before and after each class

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.

Maintaining 6-foot distance between participants may include using only every other treadmill/bicycle or installing dividers between each machine or equipment piece

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).

Focus on frequently touched surfaces, such as keypads, hand weights, handles, etc.

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.

Students should also perform hand hygiene after the use of each piece of equipment

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 [hand washing](#) as visual cues and reminders.

Locker Rooms and Uniforms

ISBE Guidance:

Districts should consider eliminating the need for use of locker rooms, as well as allowing students to participate in activities without changing clothing. Shoe changes can be done in the classroom prior to arrival in PE. Lockers that are used should not be shared, and showers should not be required for activities

SHAPE America and IAHPERD Guidance:

Consult with the school-wide COVID-19 response team and [CDC guidance](#) on proper physical education equipment sanitation procedures.

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.

Swimming Pool

ISBE Guidance

SHAPE America and IAHPERD Guidance

Schools and districts with pools must follow IDPH guidance on swimming facilities

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 types of facilities.

Guidance incorporated into this document is taken directly from ISBE / IDPH *Starting the 2020-21 School Year, June 23, 2020, Part 3 - Transition Joint Guidance* and SHAPE America (2020 | School Reentry Considerations: K–12 *Physical Education, Health Education, and Physical Activity*)

To access the entire ISBE /IDPH document, go to:

<https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf>

To access the entire ISBE /IDPH document, go to:

https://www.shapeamerica.org/advocacy/K-12_School_Re-entry_Considerations.aspx

To access the IAHPERD webpage, go to:

www.iahperd.org