

## **Physical Activity Recommendations for High School Youth**

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### **Introduction**

Physical activity is critically important to the development of the whole child and to establishing positive health behaviors that can be maintained throughout life. It provides important benefits for children that include physical, mental, social, and cognitive health. The CDC Healthy Schools <sup>5</sup> and The Physical Activity Guidelines for Americans (2<sup>nd</sup> edition) <sup>1</sup> recommend that children and adolescents should participate in 60 minutes or more of moderate-to-vigorous physical activity daily. Children typically get a large part of their physical activity at school in physical education class, recess, during classroom movement, and before and after school activities. In addition, children and youth are physically active in sports, at community recreational facilities and green spaces, and while playing with friends in their neighborhoods and homes.

As we all strive to provide as much normalcy as possible during these trying times of the COVID-19 pandemic, studies are showing adverse effects on children's physical activity such as more leisure-related sitting and overall, more sedentary behavior. During this pandemic, there have been many lessons learned from our experiences in providing children with physical activity opportunities – new program delivery methods, new modes of teaching, new safety precautions, changing and adapting new policies, altering the environments (school, community, home) for physical activity participation, using new technologies, relying on media, recommending new guidelines and strategies as developed by national organizations, and the list goes on. The pandemic has caused us to look upstream as we anticipate the future, focusing not only on how we have changed due to the pandemic, but what we should consider in promoting physical activity opportunities and participation in the years ahead.

We envision that physical activity promotion in children and youth will be anchored in local schools and communities when influencers will be fully engaged in mobilizing the community, educating leaders and the public, increasing access to and awareness of physical activity opportunities, and empowering community members and groups to take action to facilitate change. Creating collaborative partnerships through community engagement will help to identify the health policy landscape and implement a shared vision through developing strategies to discover and implement promising practices.

The National Physical Activity Plan provides a policy foundation based on scientific evidence and encourages all societal sectors of the population to make systems, environment, and policy changes to increase access to physical activity opportunities and to increase physical activity

participation in our children and youth. The Plan provides a vision to encourage policy makers, educators, community leaders, media, and the general public to act.

The purpose of this series of papers is to outline key considerations for influencers, decision makers, and the public overall from all societal sectors of our population to take action to change or enhance the landscape of physical activity promotion for the overall health of our children and youth.

## **Schools**

For the past year, since the identification of the COVID-19 pandemic in the United States, there has been no greater interruption to our lives than the closures of schools and the impact that it had on K-12 youth as they try to navigate their new normal. Through urgent and immediate necessities, educators at all levels were trying to figure out the best way in their districts to provide online instruction<sup>3</sup>; teachers found the need to learn new platforms to deliver online or hybrid instruction; and parents were trying to figure out how to assist with the education of their child while navigating job responsibilities, unemployment, and putting nutritious meals on their tables. But perhaps the greatest concern to our school age children was the negative impact on their physical, social, and emotional needs, leading to feelings of social isolation, emotional stress, and sedentary loneliness while spending hours behind a computer screen with little in-person interaction with their teachers, peers, and friends.

From an educational perspective, with concerns over the COVID-19 slide, what used to be the summer slide in reference to academic losses over the summer months, as well as the loss of fitness and physical activity levels, educators continue to be faced with a *cycle* of reimagining, resetting, and the reopening of schools. Aside from maintaining a healthy school environment, the greatest challenge now to district and school level is administrators is the confluence of where meeting the academic needs of the students join with their health and wellness needs...physical, social, and emotional. Therefore, schools continue to adjust their curricular needs, instructional policies and practices, and inclusiveness of all curricular subject areas to address the individual student needs and learning experiences of all students.

We know from the literature that reimagining school it is not a one size fits all, but rather at the recommendations of, and collaborations with, local health officials, local school boards, local teacher unions, parents, and local community organizations. Reimagining schools provides an opportunity to advance ideas regarding where, how, and what children learn. We are cognizant that as devastating as COVID-19 has been in disrupting our daily lives and routines, it also provides us with new and innovative opportunities and practical solutions to re-think and deliver instruction. As we approach the days ahead where schools can once again serve as a safe place where youth can explore a variety of opportunities and re-gain what was lost, we remain vigilant and are greatly concerned with the health and wellness of school aged youth. The American Academy of Pediatrics, professed that as school prepare to re-open "it is critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than exclusive on core subject areas."<sup>4</sup> The importance of children's school based activity is further echoed by the prioritization of recess in the elementary school (PTA<sup>5</sup>;

CDC <sup>6</sup>; Global Recess Alliance) <sup>7</sup>, as well as the need for secondary school sports, co-curricular activities, and after school and before school clubs and activities (NFHS <sup>8</sup>; Aspen Institute) <sup>9</sup>.

As this section focuses on the impact of COVID-19 on high school age students, we'll take what we have learned from past research that shows strong evidence to support school physical education, physical activity, and sports programs. In addition, the body of research underlying a whole-of-school approach to promoting physical activity continues to expand. With high schools representing the grade level exit where students have a final chance to adopt lifelong physical activity behaviors, we explore the impact that the School, Home, and Community has on providing collaborative and collective impact on students. We are hopeful that these recommendations will resound with all sectors identified in the *National Physical Activity Plan* (NPAP) <sup>10</sup> for policy makers, school and community leaders; educators; parents; health care systems; mass media; business and industry; faith-based settings; transportation, land use, and community design; community, recreation, fitness, and parks; sport organizations; and public health officials in providing access, equity, and opportunity for all students to adopt a healthy and active lifestyle.

## **Schools**

High schools, embodying the diverse needs and interests of students in grades 9-12, is the final stage of secondary school education where students have the opportunity to learn and embrace lifelong skills, habits, independence and ideals. High school is the link between adolescence and early adulthood where students can begin to chart their own course for engagement in lifelong health-promoting behaviors. In our post COVID-19 strategy, we look towards the school environment and the support for school-based physical education and physical activity <sup>1</sup> and the roles that principals and teachers, district and state school boards and superintendents, and other school site personnel play in implementing these recommendations.

### ***Enhancing Access and Awareness***

#### *School-based Physical Education*

- Principals and physical education teachers should provide high quality physical education that is standards-based, in-person learning, online, or using a hybrid model.
- Principals and physical education teachers should ensure that ALL students have access, opportunity, and equity in physical education programs.
- Principals and physical education teachers should ensure that at least 50% of the physical education class and instructional time is devoted to moderate to vigorous physical activity, with standards-based outcomes and goals.
- Principals and physical education teachers should ensure that ALL students have the opportunity to engage in intended learning outcomes; and that physical education should not be marginalized.
- Principals and physical education teachers should ensure that **All** students are engaged and assessed as part of the structured learning experience and based on

instructional goals and objectives. Assessments should include, cognitive, fitness, and sports/activity-based skills.

- Principals should ensure that all physical education teachers receive professional development on how to implement an inclusive teaching environment addressing equity, diversity, discrimination, and social justice.
- Principals should ensure that all physical education teachers receive sustained and subject-specific professional development on how to use technological based tools and platforms to deliver a quality physical education program while becoming digitally literate.
- Physical education teachers should provide school leaders with evidence of how a quality Physical Education Program supports the overall school climate including student academic success and social and emotional learning.
- Physical education teachers should actively *engage* in proactive advocacy. The increasing capacity is needed among all K – 12 physical educators, to ensure the viability and capacity building of physical education programs.
- School district should no longer be allowed to have students substitute other subjects for completing physical education requirements. Participation in athletics, JROTC, and or marching band are not appropriate substitutes for becoming physically educated.
- Principals and physical education teachers should continue to implement proper safety and hygiene practices post-COVID 19, as well as implement appropriate ventilation (HVAC) in gymnasiums, locker rooms, and indoor teaching stations.

### *School-based Physical Activity*

- Address the social and emotional needs through school related physical activity as many high school aged students have been working remotely from home in either an online or hybrid model, there has been an increase in sedentary behavior, a decrease in daily physical activity.
- Principals should encourage and provide opportunities for high school classroom teachers to deliver instruction outdoors utilizing alternative instructional configures and seating configurations and furniture; the “Walking Classroom”, and other programs.
- Principles should provide ample resources to help teachers in high schools build physical activity breaks activities into their regular lessons. Moreover, there is good evidence that building physical activity breaks into classrooms does not hamper academic instruction, and can help kids focus better, be less disruptive, and be able to concentrate better.
- Principles should provide funding to implement and sustain intramural programs and extracurricular clubs for the student population to engage in physical activity at the school environment (independent of interscholastic sports).
- Principals and teachers should promote active transportation to and from school using various modes such as walking, biking, and skateboarding.
- Principals should provide appropriate storage and racks for bicycles and skateboards.

### ***Empowering Stakeholders***

### *School-based Physical Education*

- Districts and States should adopt strong policies that support the implementation of quality physical education programs that is standards-based, employs assessment for student learning outcomes, employs specific, minutes, days, and time per week requirements, and provides for accountability of physical education program implementation (i.e., oversight, annual reporting requirements).
- Districts and States should require that 50% of physical education teacher professional development be subject area specific.
- Districts and States should require student assessment aligned with the State's content standards and objectives and the District's learning outcomes. (Teacher driven, peer driven, and student self-assessment driven).
- Districts and States should provide adequate level funding to implement a quality physical education program, providing for equity in programs across zip codes.
- Districts and States should expand Adapted Physical Education programming and provide certified and trained staff to deliver appropriate instruction aligned with student's Individualized Educational Plans (IEP's) and 504 Plans.
- Districts and States should have physical education representation in administrative positions and on all local district and school-level Wellness Committees.
- Districts and States should require **reciprocal** joint-use agreements between schools and community based physical activity facilities.
- Districts and States should require language regarding physical education and physical activity in their "school improvement plans."

### *School-based Physical Activity*

- Districts and States should adopt policies that support implementation of the Comprehensive School Physical Activity Program (CSPAP) <sup>11</sup> within the Whole School, Whole Community, Whole Child (WSCC) model. <sup>12</sup>
- Districts and States should recognize that it is essential that classroom teachers in high schools be encouraged to start building physical activity breaks into their lessons. This is even more essential in schools with block schedules, 80-90 minutes lessons/periods.
- Districts should develop partnerships with City Facilities and Management departments to assess the present state of sidewalks/crosswalks/signage and many other safety aspects that are accessible for all students in the promotion of active transport.
- Districts should work collaboratively with City planners ensuring that sidewalks and bike paths are included in the design of neighborhoods.
- Districts should establish or revise school district and school site wellness committees to implement physical activity guidelines for students, staff, and families to promote programs, events, and initiatives.

### ***Building Partnerships/Collaborations***

### *School-based Physical Education*

- School districts should develop partnerships with community-based organizations, universities/colleges, and health care specialists and facilities to assist in the delivery of physical education instruction either through use of facilities during the school day such as swimming pools and skating rinks, as well as human resources.
- School districts should work collaboratively with local business/industry to secure funding for physical education and physical activity programming in the school environment.

### *School-based Physical Activity*

- Principals and physical education teachers should reach out and build collaborative initiatives and partnerships with community-based groups that have similar interests with regard to improving the physical health and wellness of children and youth. The body of research underlying a whole-of-school approach to promoting physical activity continues to expand.
- Physical education teachers should reach out to local municipalities, local colleges and universities, and local professional sports teams to provide opportunities for community based physical activity programs and physical activity campaigns and advocacy.

### **Technology**

- Virtual or online physical education, which will continue to be a student option post COVID-19, may be a viable alternative to in-person physical education if the curricular program is standards-based and incorporates viable and appropriate assessment inclusive of cognitive physical, and psychomotor domains.
- Virtual or online physical education should have strong accountability measures that can be taken to ensure that students are getting the needed physical activity. If the technologies do not translate into improved physical activity levels, no matter how sophisticated they are, they will fall short.
- With **technology**, particularly mobile **technology, physical** educators now have a wide range of tools they **can** use to examine and assist students' learning of **physical** skills. The list includes wearable **technology, physical education** Apps, virtual classes, and fitness monitors and trackers.
- Virtual and online physical education **MUST** be just as **accountable as in-person learning**, in order to have validity in improving student personal health and wellness.
- Students with disabilities should be monitored closely to ensure that if they are receiving online physical education that it meets the students' specific needs as stated in their IEP's and 504 Plans.
- Physical education teachers should receive extensive, on-going professional development on how to use technological based tools and platforms to deliver a quality physical education program while becoming digitally literate. Virtual physical

education DOES NOT involve just assigning YouTube videos for students to watch without an instruction component.

- Districts and States should work with technology-based companies to ensure that students in marginalized communities have access to the Internet at home to close the digital divide and ensure equity and access to online instruction and instructional materials.

## **Home**

More than ever, the home environment has become the hub of the family for not only a safe environment, but for an educational environment, mental health environment, and physical activity environment. Due to COVID-19 when sedentary behavior, with social distancing and isolation became the norm, it became more important than ever before that the family unit become physical activity advocates, for their children, themselves, and their extended families. By keeping and implementing healthy routines together, sharing quality time together, providing a sense of support, compassion, understanding and patience, a sense of normalcy can be achieved.

### ***Enhancing Access and Awareness***

#### *Parents/families*

- Parents have recognized the importance of physical activity throughout the day. This can be seen in the Comprehensive School Physical Activity Program (CSPAP)<sup>11</sup> framework that was first unveiled in 2008.
- Parents, siblings, and extended family members are playing a greater role in the education of children and youth as a result of COVID-19.<sup>13</sup>
- Parents and families have learned that physical activity plays a critical role in youth focusing on online instruction for several hours.
- Parents and family members who participate in physical activities with their kids will provide positive role models as well as embracing physical activity as a family event.
- Parents will need continued support and assistance in learning how to navigate the online environment to assist in keeping their children engaged and “showing up for class” every day, especially when high school students are home alone or responsible for younger siblings when parents are at work.
- Parents and caregivers should confer with physical education teachers for appropriate and safe activities to do at home.

### ***Empowering Stakeholders***

- Parents should have a seat on the School’s Wellness Committee to learn how they can become advocates of physical activity for their family.
- Parents should become role models for their children to stress the importance of being physically active.

- Parents should communicate with their health care providers to determine the best type of physical activity for their children
- Parents should communicate with members of their School Board, City Commissioners or Council Members to provide free or low-cost community-based physical activity opportunities.
- Parents should attend neighborhood meetings to advocate for the development neighborhood walking, biking, and fitness trails.
- Parents should advocate for increased community security and police officers so that recreating outdoors in the evenings becomes a safe space.

### ***Building Partnerships/Collaborations***

- Parents should work with local organizations including; faith-based, community recreation, health care facilities, to provide free or low cost community based physical activity opportunities.
- Parents should engage the local PTA/PTSA to provide opportunities for families to be physically active.
- Parents should encourage virtual messaging for family health tips from local organizations, healthcare providers, and municipal departments when on hold or sitting in the office.
- Parents should advocate for local media (print and live) to have daily physical activity and fitness segments as part of their PSA's or on noon and nightly news outlets.

### **Community**

Community-based organizations, which encompass local organizations, Parks and Recreation departments, municipal organizations and departments, faith-based organizations, healthcare providers, and other agencies within a local community have all been negatively impacted by COVID-19. As a result of select closures and loss of income, it behooves all community-based organizations to work collaboratively to rise above the unsolicited devastation and develop new opportunities and initiatives.

### ***Enhancing Access and Awareness***

- Community-based organizations should advocate for, and develop, safe physical activity programs which follow the evidence-based practices and implement programs entailing safe social distancing and cleaning and sanitizing protocols.
- Building collaborations between community-based organizations and schools has the capacity to increase physical activity levels before, during, and after school.
- The CSPAP and WSCC models support this approach, both using school based physical education programs as the hub.
- Collaborations further support the ability for students to meet the 60 minutes a day of physical activity through community partnerships.

- Since school-based varsity and junior varsity sports teams are exclusionary for only the highest skilled athletes, lesser skilled or less competitive players are more likely to participate in intramurals or community organized events or club sports.
- Media campaigns should be launched by community-based organizations to promote in-school and out-of-school physical activity opportunities at low, or no-cost, to families.

### ***Empowering Stakeholders***

- Community based leaders and school superintendents should work collaboratively to re-purpose limited use land to physical activity spaces for the community.
- All community-based leaders should join in physical activity campaigns to promote the importance of daily physical activity to their members.
- Local libraries should work with parents and school district administrators to provide educational materials and free library cards for students to promote physical activity.
- All activities and programs should address the physical activity needs of students with disabilities.

### ***Building Partnerships/Collaborations***

- Community-based physical activity facilities can serve as viable options for increasing students' physical activity levels on days when they do not have in-school physical education.
- Community based leaders and school superintendents should work collaboratively to use City owned Parks and Recreation buses to transport students to parks for after school activities, at no cost to the family.
- Shared-use agreements between schools, school districts and outside organizations is an essential strategy to build and improve opportunities for all children and youth to engage in physical activity.
- A formal **reciprocal joint-use agreement**<sup>14</sup>, such as memoranda of **agreements** or understanding (MOA/MOU), between the **school** district and another public or private entity to jointly **use** or share either **school** facilities or community facilities to share costs and related responsibilities.
- Health care providers should write prescriptions for PA based on student examinations.
- Healthcare providers can be used to engage youth in the risk behaviors from a medical point of view, due to the lack of physical education and physical activity.

### **Sport**

Although youth sport participation has been on the decline over the past few years, the benefits of sports participation has remained unchanged. The value and many life lessons and skills that are taught through sports that cannot be attained through other outlets. These include, but not limited to the areas of leadership, socialization, teamwork, resiliency, goal-setting, healthy habits, community engagement, self-esteem, improved academic performance, interest in college, and career advancement. Sports must remain a viable option for high school-aged students.<sup>15</sup>

### ***Enhancing Access and Awareness***

- The delivery of sport runs primarily through schools. Unfortunately, the model used is highly exclusionary, as only those who are sufficiently skilled “make the cut.” If a student is not good enough, few opportunities remain to continue participating in sport. Schools should provide a variety of physical activity and sport opportunities before, during, and after school through intramurals or sports clubs.
- The interscholastic sports program in schools is becoming an increasingly heavy financial burden on school districts. Budgets have become increasingly dependent on donations from boosters, and pay to play fees, which causes economic disparities for possibly highly talented athletes that sustain inequities. Schools should provide dedicated budget line items to fund sports programs.
- In lower SES communities, where parents cannot afford to pay the interscholastic sports fees, participation levels drop significantly, and/or programs are being cut. Equitable funding for school sports should be a school district priority for all schools.
- Since the high school interscholastic sports program competes with club sports, and both are struggling financially, it should be considered that rules prohibiting students from participating in both should be relaxed.
- There is good evidence that, compared to interscholastic athletics, an intramural sport delivery model offers greater access and results in higher levels of physical activity among participants. Intramural sports programs should be brought back as a means to engage more students in extracurricular sports opportunities for all levels and abilities.
- Schools need regular assessment and monitoring of the presence, maintenance, and equitable resourcing for sports teams (locker rooms, coaching staff, equipment, and travel to events).
- Employ consistent academic eligibility requirements. Athletes under this requirement tend to have decreased dropout rates among at-risk students.
- Interscholastic athletics needs to be restored solely as an extracurricular program. Facilities such as the weight room should be used for the general population physical education classes during the day and for athletes after school.
- Children with disabilities should be included with appropriate and safe accommodations and with their peers.
- Determine food needs for practice and game days. If your school doesn't provide food for students of families with low income and/ or resources, seek partnership with local organizations or restaurants to sponsor team(s) snacks or meals.

### ***Empower Stakeholders***

- Principals and local and state athletic organizations need to provide funding for school interscholastic programs.
- Pay-to-play programs should be eliminated and leads to gross inequity. Funding should be provided for all students.

- Principals and Superintendents need to implement inclusive sports programs and find funding for the implementation of ParaSports and should continue funding the implementation of Special Olympics.
- Principals need to become aware, that the dual responsibility of teaching physical education and coaching is no longer an approach that serves the physical education program. As high school sports have become increasingly prominent, pressure on coaches for such teams is such that it is difficult if not impossible to maintain a level of commitment and dedication to both roles. Various hiring protocols for head and assistant coaches should be explored.
- Counselors who work with student-athletes need to keep informed about the academic requirements of NCAA and NIAA (National Intercollegiate Athletic Association) 10 colleges and their athletic environments.

### ***Building Partnerships/ Collaborations***

- Collaboration between counselors and coaches must be a central aspect of any programming for student-athletes to optimize the benefits of the social and behavioral impact coaches have on scholar athletes and benefit the therapeutic counselor intervention and efforts.
- It is recommended that an athletic trainer or equivalently trained specialist (sports physician, sports physical therapist, etc.) is present at all contact sports events - including practices, if staffing is available.

### **Multi-Sector Collaboration and Policy Levers**

In order to move forward in the post-COVID-19 environment several policy changes should be taken under consideration at all levels that impact school age students. This impacts schools, principals, and teachers; State and District Administrator leaders; community-based organizations; health care systems; and municipalities involving the development of safe communities and infrastructures. Leveraging cross-sector support is imperative to making the necessary change in the new era of keeping youth and adults safe, healthy, and physically active.

### **Recommended Policy Levers**

#### **Local**

- At the local level, physical education professionals must become policy and program advocates to influence local -level policymakers (i.e., principals, school board members, and superintendents).
- Engage Physical Education teachers on **how and why** to advocate for their profession. Topics to focus on could include: Importance of PE/PA in Schools? How to have those conversations with building principals/ school board members/School Health Advisory Committee (SHAC) school superintendents.

- To impact change, an increase in capacity for advocacy toward policy development is required. Active engagement in proactive advocacy is critical. The increasing capacity is needed among all K – 12 physical educators, physical education teacher education (PETE) faculty, faculty involved in the preparation of future professors in PETE/Sport Pedagogy. As well as our national Association (SHAPE America) and the related state associations.

### **State**

- There has been a high level of policy neglect over the past 5 to 6 decades around the delivery of physical education. As a consequence, this will require a broad-based effort to develop strong policies at the state level. By creating strong state level policy profiles conditions are created that allow physical educators to do what they are expected to do. And that is to deliver physical education programs that results in meaningful student learning outcomes. Without these conditions, few of these outcomes, if any, can be accomplished.
- Because of the “local control” principle that continues to grip the United States constitutionally, the biggest impact will be had at the state level when it comes to building strong policies that support the delivery of school physical education. It is at this level that we need to direct our energy.
- However, there must be an accountability measure put into place for state policies in order for them to have an appreciable impact. This would be reflected in the language used in any such legislation, and the inclusion of annual district to state reporting requirements, financial support, and oversight.
- State – local and state will benefit greatly if there were strong policy for PE/PA from that level. Even though ESSA designates Physical Education as being a core course, it is still not recognized as one.

### **National**

- State and National associations that promote Physical Education, Physical Activity, and Sport need to collaborate and engage to impact change.
- At this level, it certainly is essential that efforts are continued to monitor the health and well-being of children and youth. Through the Centers for Disease Control and Prevention (CDC), the U.S. Department of Health and Human Services (USDHHS), and the Department of Education (USDOE) much of this surveillance effort can be conducted. An excellent example is the use of national health indicators that are tracked as part of the Healthy People 2000, 2010, 2020, and the new 2030 initiative. It is important however that metrics specific to physical education continue to be included in the surveillance efforts
- The field of physical education must be willing to accept the role of physical education through a public health perspective. It is of the utmost importance that the field as a whole accepts that the school subject can indeed contribute when looking through the public health lens.

- National - DATA, DATA are needed to support the need and how PE/PA, supports the whole child, not just physically, mentally, or socially, but also supports academic achievement.
- Social and Emotional Learning data is also going to be important as we move into supporting PE/PA. COVID 19 has had an impact on SEL of students, adults which ultimately effects to entire school community.

### **Concluding Statement**

If we re-think and reform best practices and take what we have learned from the impact of COVID-19, then it provides us with a rather unique opportunity to turn a devastating crisis into a new progressive model in which all youth and adolescents can thrive and grow...academically, physically, emotionally, and socially.

## Resources

1. Physical Activity Guidelines for Americans 2nd edition  
[https://health.gov/sites/default/files/2019-09/Physical\\_Activity\\_Guidelines\\_2nd\\_edition.pdf](https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf)
2. *Guidance for K-12 Online Physical Education (Shape America)*  
<https://www.shapeamerica.org/uploads/pdfs/2020/guidelines/Online-PE-Guidance-Document.pdf>
3. American Academy of Pediatrics: COVID-19 Guidance for Safe Schools  
<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>
4. PTA: Youth Sports and COVID-19: Calling the Play for Your Child  
<https://ptaourchildren.org/youth-sports-and-covid-19/>
5. CDC Healthy Schools  
<https://www.cdc.gov/healthyschools/index.htm>
6. Global Recess Alliance: Ensuring the Right to Play  
<https://globalrecessalliance.org/>
7. National Federation of State High School Associations (NFHS); Guidance for Opening up High School Athletics and Activities  
[https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15\\_2020-final.pdf](https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf)
8. *Aspen Institute: State of Play-2020*  
<https://www.aspeninstitute.org/publications/state-of-play-2019-trends-and-developments/>  
<https://www.aspenprojectplay.org/state-of-play-2020/pandemic-trends>
9. *National Physical Activity Plan*  
<http://www.physicalactivityplan.org/index.html>
10. CDC Healthy Schools CSPSP  
<https://www.cdc.gov/healthyschools/physicalactivity/index.htm>
11. CDC Healthy Schools WSCC  
<https://www.cdc.gov/healthyschools/wsccl/index.htm>
12. Physical activities at home: Active Schools: A Guide to engaging Parents in School Physical Education and physical Activity: Resources and Examples  
<https://www.activeschoolsus.org/news-and-resources/2018-1-8-active-schools-releases-a-guide-for-engaging-parents-in-school-physical-education-and-physical-activity-resources-and-examples/>
13. National Collegiate Athletic Association  
<https://www.ncaa.org/>
14. Kaboom toolkit, Playing Smart: Maximizing the Potential of School and Community Property through Joint Use Agreements.  
<https://kaboom.org/cities/joint-use>
15. U.S. Department of Health and Human Services. National Youth Sports Strategy. Washington, DC. U.S. Department of Health and Human Services; 2019  
[https://health.gov/sites/default/files/2019-10/NYSS\\_ExecutiveSummary.pdf](https://health.gov/sites/default/files/2019-10/NYSS_ExecutiveSummary.pdf)

## Policy Levers

- <https://www.cdc.gov/healthyschools/wsccl/index.htm>

- <https://www.shapeamerica.org/events/administrators.aspx>
- <https://www.shapeamerica.org/uploads/pdfs/2019/publications/teachers-toolbox/Key-Resources-Menu-PE.pdf>
- [https://www.cdc.gov/healthyschools/physicalactivity/pdf/PE\\_Data\\_Brief\\_CDC\\_Logo\\_FINAL\\_191106.pdf](https://www.cdc.gov/healthyschools/physicalactivity/pdf/PE_Data_Brief_CDC_Logo_FINAL_191106.pdf)
- [https://www.cdc.gov/healthyschools/physicalactivity/pdf/Secular\\_Trends\\_PE\\_508.pdf](https://www.cdc.gov/healthyschools/physicalactivity/pdf/Secular_Trends_PE_508.pdf)