



Hillsborough County

PUBLIC SCHOOLS

Preparing Students for Life

PHYSICAL EDUCATION  
GUIDEBOOK OF PROCEDURES

RAYMOND O. SHELTON SCHOOL ADMINISTRATIVE  
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No person in the United States shall base on sex or race be excluded from participation in, be denied the benefits of, or subjected to discrimination under any education program or activity receiving federal financial assistance.

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## ARTICLE I PHYSICAL EDUCATION STATEMENT

Physical Education is an essential component of the total educational experience for all students. The grades K-5 physical education experiences are designed to assist students developing an awareness of and appreciation for their movement potential. The grades 6-8 physical education experience is designed to assist students in developing an awareness and appreciation of their movement potentials and how to apply that potential to a variety of different sports and physical activities. The grades 9-12 physical education experience is designed to assist students in acquiring the knowledge and skills necessary to make healthy lifelong decisions and to provide them an opportunity to further develop movement potentials through the selection of content specific elective courses.

Grades K-12 Physical Education curricula, whether grade level or course specific utilize state standards to measure student success towards movement competency, lifetime fitness, cognitive ability, and responsible behaviors and values.

### STATE REQUIREMENTS

#### 1.1 Grade Level Requirements

- a. Elementary: Section [1003.455](#), F.S., requires 150 minutes of physical education each week for students in grades K-5. A minimum of 30 consecutive minutes is required on any day that physical education instruction is provided.
- b. Middle: Section [1003.455](#), F.S., requires one semester of physical education each year for students enrolled in grades 6-8.
- c. High: Section [1003.4282](#), F.S., includes a one credit physical education requirement with the integration of health.

## **ARTICLE II**

### **PURPOSE OF THIS GUIDE**

The purpose of the guidebook is to:

1. Provide best practices among K-12 Physical Education Teachers.
2. Serve as a resource for extreme weather conditions.
3. Achieve constancy among schools for safety of all students in physical education.  
(Include adaptive here)
4. Familiarize all staff on UV index readings
5. Educate all staff on first aid and emergencies.
6. Aide schools in developing a personalized physical education safety plan.

## **ARTICLE III**

### **BEST PRACTICES IN PHYSICAL EDUCATION**

- 2.1 The following grid includes developmentally appropriate and inappropriate practices in elementary, middle and high school physical education classes. The grid organizes the practices into five separate sections:
1. Learning Environment
  2. Instructional Strategies
  3. Curriculum
  4. Assessment
  5. Professionalism

Each section is broken down into subsections that focus on specific areas of concern in physical education.

#### **SHAPE America Best Practices Document**

<https://www.shapeamerica.org/upload/Appropriate-Instructional-Practice-Guidelines-K-12.pdf>

The practices mentioned are not meant to be an exhaustive list. These are basic instructional practices. Many other practices that would be included in an excellent program are not enumerated here. But the list does include the practices observed recently in gymnasiums, pools and fields across the United States.

## **ARTICLE IV**

### **HEAT STRESS AND ILLNESS PREVENTION FOR PHYSICAL EDUCATION CLASSES IN HILLSBOROUGH COUNTY PUBLIC SCHOOLS**

The time spent outdoors in physical education is an important part of a student's educational day. Our goal is to increase physical activity through educating our students using our physical education state standards. Through this they learn movement competencies, responsible behaviors and values, lifetime fitness, and data is collected to assess a student's cognitive ability toward the learning goal in physical education. To keep each student and teacher safe in extreme weather conditions, it is important we consider prevention education.

#### **3.1. Purpose**

This Heat Stress and Illness Prevention Guidelines was developed to protect physical education students and staff from heat related illnesses. These guidelines will provide consistency among schools when extreme heat is present. Although this guidebook discusses best practices and prevention of heat related illness, it is important to always use professional judgement when it comes to you and your students. Developing a site-based plan for extreme weather days at your is highly recommended.

#### **3.2 Rational**

Physical activity and exposure to extreme weather increases a student's core temperature. The two combined puts students at risk for heat related illnesses. Following procedures and precautions will help educate all physical education teachers to prepare their classes for a conducive learning environment, even when extreme heat is present.

#### **3.4 Defining Heat Related Illnesses**

##### **1. Heat Cramps**

###### **a. Signs and Symptoms**

- i. Occurs when sweating depletes the body's salt and moisture levels when sweating depletes the body's salt and moisture levels
- ii. Heavy sweating during intense exercise
- iii. Muscle cramps, pain or spasms in the abdomen, arms, or legs

###### **b. Treatment**

- i. Stop physical activity and move to a cool place
- ii. Drink water or a sports drink
- iii. Wait for cramps to go away before you do any more physical activity

##### **Get medical help right away if:**

- Cramps last longer than 1 hour
- The student or staff member is on a low-sodium diet
- If the student or staff member has a heart problem

##### **2. Heat Exhaustion**

- a. Signs and Symptoms
  - i. The body can no longer keep blood flowing to supply vital organs and at the same time send blood to the skin to reduce body temperature.
  - ii. Headache
  - iii. Nausea
  - iv. Dizziness
  - v. Weakness
  - vi. Irritability
  - vii. Thirst
  - viii. Heavy sweating
  - ix. Elevated body temperature
  - x. Decreased urine output
- b. Treatment
  - i. Call 911

**Help the victim to cool off by:**

- Resting in a cool place
- Drinking cool water, if able to swallow
- Removing unnecessary clothing
- Loosening clothing
- Applying a cool compress on the head, face, and neck

3. Heat Stroke

- a. Signs and Symptoms
  - i. Occurs when the body can no longer cool itself and body temperature rises to critical levels
  - ii. Confusion
  - iii. Irrational behavior
  - iv. Loss of consciousness
  - v. Convulsions
  - vi. Lack of sweating
  - vii. Hot, dry skin
  - viii. Abnormally high temperature
- b. Treatment
  - i. Call 911

**Provide immediate care**

- Move to a shaded, cool area
- Remove outer clothing
- Cool the victim with cool water
- Circulate air around the victim to speed cooling
- Place cool wet cloth on the head, neck, armpits, and groin area

### 3.5 **Heat Acclimatization Period**

The heat acclimatization period is the time allotted for students and/or faculty to adjust to extreme weather conditions. It is recommended that when instructing in hot and/or humid conditions that the teacher provides time for students to become fully acclimated to the heat. The teacher can do this through a progression plan allowing one to two weeks for students to become fully acclimated to hot conditions.

The intensity and duration of exercise and heat exposure should be considerably reduced at first and then progressively increased through the acclimatization period. Gradual exposure to exercise in the heat decreases the potential for incurring heat related illness.

**Important:** It may take some students additional time to become acclimated. Also note that some students may have IEP restrictions or doctors notes when it comes to heat exposure and those legal documents need to be closely followed. Students who do have exemptions from the heat will be provided an alternate assignment that will not penalize the students grade or exclude the student from the learning experience. Each teacher will need to plan for individual student considerations as they occur.

### 3.6 **Procedures**

1. Ensure that students are well hydrated.
2. Encourage students to wear light colored, breathable, loose fitting clothing.
3. Be sure you have utilized an acclimatization period for students prior to full physical activity.
4. Provide access to shade for scheduled breaks and/or for students who need immediate relief from the heat.

### 3.7. **Physical Education Teacher Responsibilities**

1. Each physical education teacher should have access to a walk-in talkie
2. All teachers will complete required safety training
3. Obtain CPR certification and maintain certification
4. Awareness of UV index and weather conditions that may put students at risk
5. Encourage proper sun protection (hats, sunglasses, sunscreen)
6. Supervision and safety for all students

### 3.8. Required Training for all Physical Education Teachers

All physical education teachers will receive training to protect students and themselves from heat related exposure and illnesses. The training will include but is not limited to the following:

- First Aid and Emergencies (course name: [\*“First Aid, Health and Safety”\*](#))
- Heat Related Illnesses (course name: [\*“Heat Illness Prevention”\*](#))
- Proper Hydration (in the first aid course)
- Sudden Cardiac Arrest (course name: [\*“Sudden Cardiac Arrest”\*](#))
- Traumatic Brain Injury (course name: [\*“Concussion in Sports”\*](#))
- Blood Related Illness and Auto-Immune Disease (in the first aid course)

All classes can be found at [www.nfhslearn.com/courses](http://www.nfhslearn.com/courses). Teachers can create a free account to access the courses and follow these steps to complete each course:

- Go to [www.nfhslearn.com](http://www.nfhslearn.com)
- Click on the name of the course listed above
- Click “Order Now” and follow the checkout process
- You will receive an email to your inbox confirming the class
- **When you have completed the course please send your supervisor each certificate of completions**

### 3.9. Water Availability/Proper Hydration

All students will have access to water. Teachers will provide water during class and the water will be located near the activity students are participating in.

### 3.10. Access to Cool Areas

In extreme heat small breaks are suggested to help with the acclimatization period, as well as exposure to the heat. Physical education students and staff should always have access to a shaded area. The shaded area can include trees, built in canopies, or school buildings. For safety reasons an item such as a portable canopy or pop-up tent is not recommended to be near the area of physical activity game play. Students who are showing signs and symptoms of heat stress or illness shall be provided access to an area with shade. The nurse should be called, and the student will remain in the shade with the teacher until the nurse arrives. Do not leave the student unattended at any time.

### 3.11 Adaptive Physical Education Guidelines

IDEA 2004 requires that students with disabilities receive physical education services, specially designed if necessary. If a student has a disability and an IEP, the school will provide physical education as part of the student's education program.

Be cautious of students who are sensitive to heat and sun exposure. If the student cannot be exposed to the heat, the teacher will provide modifications by working with the paraprofessional to ensure the student is engaged in the learning through the accommodations provided.

Many students with disabilities can safely and successfully participate in general physical education, with or without accommodations and supports. However, some children benefit from socially designed or adapted physical education. Content in adapted physical education should mirror the general physical education curriculum to the greatest extent possible.

Each Next Generation Sunshine State Standard has three modified versions written as Access Points. These Access Points cover the spectrum of higher-functioning students with disabilities to higher needs students with disabilities, and are written as "Independent", "Supported", and Participatory."

### 3.12 UV Index Scale



0 to 2: Low

3 to 7: Moderate to High

8+: Very High to Extreme

#### The Shadow Rule

An easy way to tell how much UV exposure you are getting is to look for your shadow:

- If your shadow is taller than you are (in the early morning and late afternoon), your exposure is likely to be lower.
- If your shadow is shorter than you are (around midday), you are being exposed to higher levels of UV radiation. Seek shade and protect your skin and eyes.

### 3.12 Return to Physical Education

If a student has experienced a heat related illness a doctor's note will be required for the student to return back to physical education.

### References

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Roetert, E. P., Richardson, C. L., & Bergeron, M. (2012). Physical Activity in the Heat: Important considerations to keep your students safe. *Strategies*, 25(6), 28–31. doi: 10.1080/08924562.2012.10590970