

NHAHPERD NEWS

NEWSLETTER OF THE NEW HAMPSHIRE ASSOCIATION FOR
HEALTH, PHYSICAL EDUCATION, RECREATION & DANCE



FALL EDITION

October 2021

“Sharing our knowledge— a resource by our members for our members”

Jarrood Brooks, President
brooksjarroodnh@gmail.com

Hello NHAHPERD, and welcome back for another great school year. Last year at this time, I wrote to you and challenged you to keep your passion for teaching during this pandemic. I wrote about coming up with new ideas and keeping your program fresh. As we continue through this pandemic, keep pushing forward and doing your best each day!

Every few years there seems to be a hot topic that is in the spotlight for schools. These are often related to major incidents that happen and get national attention. Through my tenure as a teacher, some of these topics have included school safety, bullying, and internet safety to name a few. We often have to attend trainings on these hot topics for a few years, and then they tend to fade in importance as a new topic comes to the forefront.

Over the last few years Social-Emotional Learning (SEL) has been gaining traction. This is due in part to an increase in behavioral issues across the board within our schools. We are seeing an increase in outburst, emotional breakdowns, and even violence related to emotional stress. As a result, many educators have had to attend numerous SEL trainings and incorporate new curriculums into their programs. Many of these programs/curriculums are used in the traditional classroom setting, and are often mismanaged. This is where you can come in to make a difference!

As Health and Physical Educators, we often foster some of the strongest relationships with our students within the schools. This can be traced back to the topics we cover and the discussions we have with our students. They often feel this natural connection due to the personal experience they have within our classes. This year, more than ever, I feel that our students need us. They need someone that is safe, open, caring, and trusted to be a part of their life.

During this pandemic, we have seen an increase in anxiety and depression nationally amongst adults and our students. I am challenging you to make the connections and relationships that our students need. Be the person they can come to and feel comfortable talking with. Put your “traditional curriculum” aside and spend time fostering relationships. If we are proactive and have our students in a mentally healthy place, we will get the best out of them not just in our class, but across the board.

This year has potential to be another crazy one. Let’s take time now and get connected with our students and create strong relationships, allowing them to know they have support they need to be successful. Ultimately, these relationships will make you successful too!

Amber McLane- Past President
amclane@sau73.org

Welcome Back to school everyone! As much as I love summertime, I always get excited to start a new year. As Past-President of NHAHPERD, one of my obligations was to come up with a theme for the 2021 NHAHPERD conference. I started to reflect over all the highs & lows teaching during a pandemic did to my mental/emotional well-being. I finally realized it was time to, “*Ignite my Passion & Purpose.*” I needed to recharge my spark and love for teaching, and that’s how and why I have chosen this theme for this year’s conference. “*Ignite your Passion & Purpose!*”

I think we all could use this phrase at some point throughout our teaching careers. Sometimes we get into a rut, and we lose the joy, love and purpose of why we chose this career in the first place. I read several articles and blogs regarding, “The Real Meaning of Passion,” and one sentence stood out to me, “One way to live a fulfilling life is to follow your passion.” (embracepossibility.org) I can honestly say my passion is teaching. I love it because it is challenging, exciting, and fun! I push myself on a daily basis to create authentic lessons that will benefit all of my students. I take pride in, and I am proud of the fact that I am a PE/Health Teacher.

So I ask all of you, “What is your Passion?” and “What is your Purpose?” as a PE/Health Teacher. If you are having trouble like I was and feeling stress during this last year, I think it’s time to ignite your spark, and become excited and enthusiastic about your teaching again. Please join us by coming to the NHAHPERD conference to reconnect with colleagues and “*Ignite your spark, passion and purpose again!*”

REGISTER NOW for NHAHPERD 11/18—19
www.nhahperd.org/conference

NHAHPERD Awards- Amber McLane, NHAHPERD Awards Chair. amclane@sau73.org

As the new NHAHPERD Awards Chair, I want to take this opportunity to thank Curt Martin for all his work and dedication over the years. I am excited to learn and grow in this new role on the NHAHPERD Board.

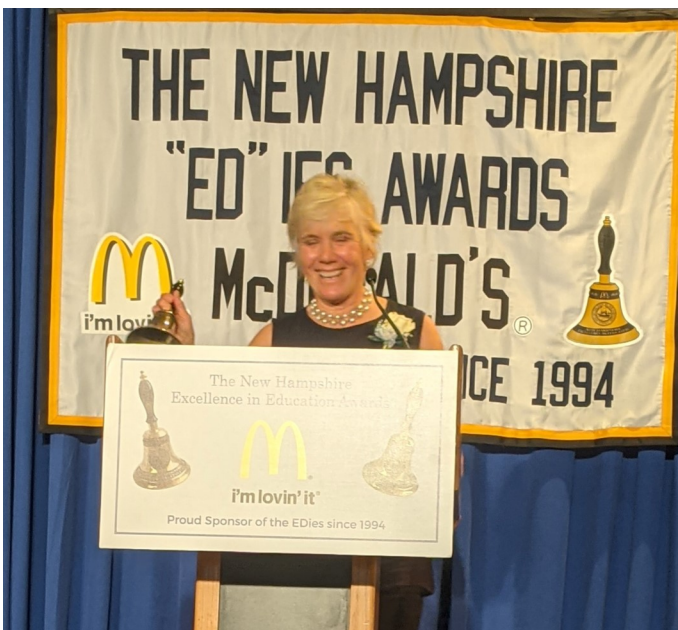


Attention NHAHPERD members! Do you know of a colleague who is deserving of recognition for all they have done for their students, school, community, or colleagues? Please consider nominating them for a NHAHPERD Award for 2022. A listing and description of awards can be found on the NHAHPERD website, www.nhahperd.org. You can send your nominations to me: amclane@sau73.org. We have amazing individuals doing wonderful work in our beautiful state of New Hampshire who need to be recognized. Don't wait...Nominate!!!

Call for NHAHPERD Executive Board Nominations: Join a fabulous group of passionate NHAHPERD members & give back to the organization through rewarding leadership roles on the board. If you are interested in serving on the NHAHPERD Board, we are currently seeking nominations for President Elect and Vice President Elects for the four discipline areas—Health, PE, Recreation & Dance—Terms to begin 12/1/21 Contact: Fitni Destani, President Elect with yours or your colleagues interest—fdestani@keene.edu

***June 5, 2021 NHDOE Excellence in Education Red Carpet Awards Event
Michelle Grenier Honored as the Recipient of the
2020 NHAHPERD Meritorious Achievement Award***

Follows are excerpts from her application and nominations: Michelle is currently Professor of Kinesiology, HPE program at UNH. She served as NHAHPERD's President, VP and currently the Adapted Physical Education Representative since 2002. Michelle has provided professional development workshops for physical educators and students, statewide, nationally and internationally improving the lives of students with disabilities with lifelong & tangible results for all those involved. Her work is highlighted by a high standard of excellence, an authentic investment in the success of her students, and a personal pursuit to continue learning along each new professional challenge. This is exemplified by her leadership roles, scholarly work in presentations and publications, as well as her service to our profession.



Bring your Family to PE Week - OPEN

Family PE Week

Active Schools | OPEN

#FamiliesLovePE

www.activeschoolsus.org



OCTOBER 4-8, 2021

Help your students' parents understand that physical education is about teaching, learning, and fun by participating in Family PE Week, October 4-8. It's a win-win-win for students, parents, and PE teachers.

Parents who participated in 2019's Family PE Week said it increased their understanding of what content is taught (76%) and how it is taught (79%), and 65% said that it increased the value they place on PE. Also, 81% said they participated because that wanted to show their child that they believe physical education is important!

By signing up, parent letters, learning targets, menu/choice boards, nutrition information and videos for all activities are provided ... for \$FREE.99!!



Sign up here →

Any questions, contact our Public Relations/Advocacy Chair:
Laura Short, professor.laura.short@gmail.com



Tennis at Home

Hi, I hope you are doing well during this uncertain time. I'm Eric Driscoll with the US Tennis Association.

While you're working hard to keep safe, the United States Tennis Association and Net Generation are here to help you keep your students active at home while schools and parks are closed.

Please feel free to utilize and share our [Tennis at Home](https://netgeneration.usta.com/us-en/tennis-at-home.html) (<https://netgeneration.usta.com/us-en/tennis-at-home.html>) website with your students - no pressure, we just want to provide some resources if you find them useful. There are fun at-home tennis activities, videos, games, and projects updated weekly!

Also, click [here](https://www.usta.com/en/home/organize/creating-play-opportunities/national/tennis-in-schools.html) (<https://www.usta.com/en/home/organize/creating-play-opportunities/national/tennis-in-schools.html>) for more information on how you can quickly register to receive access to weekly Tennis at Home updates as well as free standards-based curricula and equipment to help grow tennis in your PE classes.

Please contact me with any questions. You can reach me at : driscoll@newengland.usta.com

Eric Driscoll

USTA New England - Schools and Tennis in the Parks Manager

110 Turnpike Road | Westborough, MA 01581; 207-232-6925; www.usta.com/newengland

"To Promote and Develop the Growth of Tennis"

Transitioning back to the Gymnasium

Shauna Preble, VP Dance – spreble@sau15.net

Last year was a different kind of year, & we all made a lot of adjustments to what and how we were able to teach our subjects to the best of our abilities. Now that many of us are back in school & able to teach in our preferred classroom – the gymnasium – it is fun to see the evolutions of our teaching. Some of my new teaching tools that got me through last year included a sturdy beach cart & a fanny pack, & now this year they are a critical part of my teaching day.

Let's start with the fanny pack. For a long time, fanny packs were very much considered out of style. They have been making a resurgence in popularity lately, but also the functionality is AMAZING! As the years go by I have more and more materials to carry around with me during the day. I have a radio to clip onto the belt, hand sanitizer, tissues, passes for students, snacks – and the list goes on. It is also a great source of entertainment for the students to see what the new fanny pack will be each year. One year I had cats in space and that one had lights. Then the following year I had a corgi themed one, and this year – pineapples!

The next thing that I just can't seem to live without is the beach cart. I originally borrowed it from our robotics team last year for transporting all the equipment in and out all day. I started out this year not using the cart, but anytime I went outside with a class it felt like I was missing something. It helps keep things organized and in one place as we go in and out, plus the classroom helpers love the chance to bring the cart in and out.

Sometimes the best additions to our teaching tool kit can be the ones we never really thought we needed until we had them! As nice as it is to be back in the gym, we got extra practice on our outside teaching last year and are better than ever!



Whether you're back to in-person instruction, continuing with remote teaching, or somewhere in-between, Rising New York Road Runners is here to support you as we get back to raising the next generation of happy, healthy, and active adults together. With the health and safety of you and your students top of mind, Rising New York Road Runners has adapted their resources to reflect new safety guidelines, and can be easily implemented in the classroom, in the gym, outdoors, or from home.

- **Rising in Class** – physical activities that can safely be facilitated in the classroom
- **Rising at Home** – physical activities that can be easily incorporated into a remote learning school day
- **Rising with Space** – physical activities that can be safely facilitated within indoor and outdoor recreational spaces

Contact us with questions at risingnyrr@nyrr.org.









Teaching PE Remotely and Physically Distanced PE Online Courses

If you need help teaching PE from home or if you are back teaching in-person these online self-paced courses and webinars are amazing!

Testimonial:

"Thank you so much Mr. Silberman. I truly enjoyed this course and really do feel ready now to tackle distance learning. Before this I felt overwhelmed with it all. However, I can see how I can do so many different things to keep students engaged but accountable. I look forward to sharing my new knowledge with my colleagues next week and with my students when we return to the gym." - Gretchen B.

Sample Featured Courses:

<p>Teaching Physical Education & Health Remotely</p> <p>(15 PD hours)</p>  <p>PE Teaching PE and Health Remotely</p>  <p>PD Hours: 15 PD hours + 1.5 CEU</p>	<p>Physically Distanced Physical Education</p> <p>(10 PD hours)</p>  <p>PE Physically Distanced Physical Education</p>  <p>PD Hours: 10 1 CEU</p>	<p>Ice Breakers for Teaching PE Remotely Webinar</p> <p>(1 PD Hour)</p>  <p>PE Webinar: Ice Breakers for Teaching PE Remotely</p>  <p>PD Hours: 1</p>
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NHAHPERD Members receive 10% off Online PD Courses

<https://www.pecentral.org/nh/>

Use coupon code **NHAHPERD** during checkout to save 10%
5% of sale goes to supporting NHAHPERD

Got Sneakers? Got Athletic Cleats?

At GotSneakers by participating, you'll help keep sneakers out of landfills while also putting shoes on the feet of less fortunate people across the world in places such as the Caribbean, Central America, South America, West Africa, & Europe. Shipping: FREE!! Request UPS/FedEx postage paid bags that hold 15–20 **pairs** of sneakers & athletic cleats per bag from Dianne Rappa: drappa@roadrunner.com
(Please - no singles—only sneakers & cleats—new, slightly used, used—no street shoes) Thank You!



SET YOUR SITES!

Digital Resources

<http://www.pheamerica.org/>

PHE America is a non-profit dedicated to promoting active and healthy lifestyles. The website provides access to articles, podcasts and other information related to physical and health education, adapted physical education, and coaching.

EPEW Virtual Summit:

<https://epew-cp.weebly.com/> (and click on the EPEW 2021 Virtual Summit Tab)

Though this summit happened in July, you can still view all of the sessions on YouTube.

The Inclusion Club:

<http://theinclusionclub.com/>

Provides podcasts, Episodes (best be described as audio-visual articles), webinars and resources that share models of good inclusive practice in sport and recreation for people with disability.

TRY THIS!

Aerobic Bowling: The most versatile game in my arsenal

This game has simple rules. It can be played with any grade level using a variety of skills. With rules that can be simple enough to leave for a sub plan or modified to your needs.

Two teams each team has half the basketball court (divided by the center line)

Each team has 10 bowling pins set up randomly in the playing area.

Level 0: Students roll the ball from their side of the gym and try to knock over the pins on the other side of the court. I play this level with no guarding. It goes quick.

Level 1: Students roll the ball from their side of the gym and try to knock over the pins on the other side of the court. If they knock over a pin on the opposing team's side they get to stand up a pin on their side of the court. If there are no pins to set-up, they simply continue to play. Still no guarding.

Level 2: Students are allowed to throw or roll the ball (their choice). If they knock over a pin on the opposing side of the gym they get to stand up a pin on their side. If they catch a ball in the air thrown by a player on the opposing team they get to set-up a pin on their side. Zone (not individual pin) guarding is allowed.

Level 3:

Students are allowed to throw or roll the ball (their choice). If they knock over a pin on the opposing side of the gym they run to the other side of the gym get the pin and bring it back to their side. They set the pin up in an open spot. I have played this round with and without guarding (zone).

Level 4:

Same as level 3, but in this level when students go to the other side to collect a pin they have knocked down they can be tagged when on the opposing team's side. If tagged they give the pin back to the person who tagged them (who will re-set the pin on their side) and return to their own side of the gym. In this level you can have any player try to steal a pin that is knocked down or play so that only the person who knocked over the pin may go to the other side to retrieve it.

I have used this game (various levels, depending on the skill) with rolling, throwing, kicking, floor hockey, golf putting, & even by sliding bean bags across the floor. I always teach this game in the first month of school & use it to teach my kids about following rules and being honest when you break rules (to introduce my penalty area). We are also able to begin to talk about simple game strategies like setting up the pins in the back first because they are harder for the other team to hit, deciding when to throw & when to roll (level 2).

STUDENT CORNER

What can I do to set me apart?

Cameron Nielsen, NHAHPERD Student Rep – cjn1025@plymouth.edu

To all of my fellow Physical and Health Education students, think to yourself. What have I accomplished that makes my image as a teacher stand out to principals, school administrators, and other professionals in the field? It goes without saying that we should be involved in our major-related courses and clubs, be active in volunteer settings, and take hold of professional tools that are given to us. But what is the missing piece that very few college students take advantage of? A simple way to accomplish this is to take any chance you get to be immersed in a setting with children. Whether this be in a school, coaching a team, or volunteering at a summer camp. During school breaks, a very easy way to gain real-world, authentic experience in the field is by spending time in your local school. I have done this during every school break throughout my college career, and I cannot overstate the development I have made as a professional by simply being with children and assisting in the classroom.

Even if you are not specifically in a PE or Health-related setting, any time where you can oversee kids and take the time to recognize and grasp their tendencies is advantageous to you as a future educator. I understand that there are circumstances that some people prefer to work somewhere with higher pay or with enhanced benefits, but the value this opportunity provides for your future is indescribable. I have seen so many of my colleagues and younger students struggle to clear that metaphorical “hurdle”, the one where you finally fully appreciate your role and understand the essential responsibility that you hold as a teacher. By going beyond what is expected of you and becoming immersed in the field, you can be a valuable asset to any searching employer.

Hey HPE students! The 2021 NHAHPERD Conference is coming up from November 18th- 19th. Our theme this year is ‘Ignite Your Passion & Purpose!’ We are so excited to be hosting an in-person conference once again this year. If any student has ideas for offerings at the conference or student involvement activities that NHAHPERD can host for prospective teacher candidates, you can contact me via email at cjn1025@plymouth.edu. We would love to hear from you!

Wear One Hat at a Time

alaufenberg@pemibaker.org VP of Dance

Remember back at the end of the year when you thought summer break couldn’t arrive fast enough? Then it started and you sat uninterrupted for maybe 20mins before going to get house projects completed and maybe travel outside your town for the first time in a year? And then in typical summer break fashion, it was done in a blink. Now here we are back to the grind. Early morning alarm setting, packing lunches you barely have a chance to eat, trying to remember 150 new names of students, and perhaps being back IN your actual classroom. We hit the ground running and get back to the grind. What I’ve learned this year more than in the past however, is to “wear one hat at a time”. Many of us are teachers but we are also mothers, coaches, wives, advisors, daughters, officials, etc. I would find myself often at home cooking dinner and preparing lessons in my head. Or supervising skills during a tennis lesson while making sure I have everything set for a field hockey game that day. Or spending time with my family and having to take time away from them to respond to an urgent email. It became that way because of my multitasking mindset in that I can do more than one thing at once. Which, although a great skill to have, can fuel the stress levels to the point of being exhausted and overwhelmed. So this year I am trying to just focus on one at a time. When during school, I wear my teacher hat, at home my family hat, on the field my coaching hat, and so on. And gradually I actually found myself more productive, more focused, and put more thought and care into what I was doing. So my advice for you this year is to try your best to keep those hats hung up separately and wear just one at a time. It is completely okay too if one of those hats ends up being tie dye and crazy decorated with a pinwheel on the top; sometimes it suits us.

GOOD READS—NEW BOOKS!

Submitted by Karyn Misenheimer

Teaching Social and Emotional Learning in Physical Education: Applications in School and Community Settings by Paul M Wright, PhD; K. Andrew R Richards, PhD

The ideal resource for understanding and integrating social and emotional learning (SEL) competencies into the structure of a physical education program, alongside physical activity and skill development goals. Practicing physical education teachers who are interested in developing a stronger focus on SEL in their teaching will find that the book provides a comprehensive resource to guide their professional learning and practice.

Teaching Social and Emotional Learning in Health Education: Applications in School and Community Settings by Mary Connolly, BS, MEd

This book provides teachers with the tools they need to successfully incorporate social and emotional learning into their classrooms. It aligns social and emotional learning to standards-based health education, providing a clear rationale for pairing the two when planning your curriculum. This valuable text trains health educators to connect the Social Emotional Learning (SEL) competencies to the National Health Education Standards (NHES), then design assessment and instruction.

One Trusted Adult: How to Build Strong Connections & Healthy Boundaries with Young People by Brooklyn Raney

In clear, accessible terms, *One Trusted Adult* lays out:

- The critical nature of trust, along with simple tools that help build trusting relationships with young people and expand the opportunities for positive impact
- What boundaries are and how to set clear expectations that keep both young people and the adults who work with them safe
- How to create an organizational culture that cares for the whole child and celebrates the adults who get it right while holding accountable those who don't
- Ways to partner and surround young people with the only thing better than one trusted adult: many trusted adults!

Packed with real-life stories and invaluable tips, *One Trusted Adult* inspires all adults to build strong connections, embrace sustainable career practices, break the silence around boundary violations and abuse, be present for the young people in their lives—and, in doing so, ensure that the young people in their care are growing into their greatest potential.

Garison Rogacki – VP Physical Education - g.rogacki@dover.k12.nh.us

I hope everyone's school year is off to a fantastic start. The beginning of the school year can be hectic with building curriculum, putting in place protocols and getting back into the rhythm of school. As we try to get our classes up and running be reminded to take time to focus on each individual student. Check in with students, ask them how their weekend was, create conversation that will help to build a relationship between you and that student. That relationship may help to motivate that student to participate and engage in the activities with their classmates. Find out what interests and motivates your students and mix that into your instruction to peak student interest. As hectic as the beginning of the year can be don't lose sight of why we are teachers and making differences in our students' lives should be at the top of our priorities. Have a great school year!

HEALTH EDUCATION NEWS

Integrating Mental Health Awareness Into Your Classroom

JJ Tinney – VP Elect Recreation – jtinney@bancroftschool.org

This past year and a half has caused a lot of stress and anxiety for us as teachers. Between figuring out where we are allowed to teach, keeping our students socially distant, and constantly reminding students to put on their masks, we have had plenty of strain put on us. What we cannot forget is that this strain is also felt by our students, in fact severe major depression has risen .5% amongst our youth in the past year. Now, just under one in ten students are dealing with this issue. Finding ways to be a resource for our students who are struggling with mental health issues needs to be a priority in Health and PE classes because we constantly preach about health and wellness.

One strategy I have put into place to help address mental health is telling my students if they are having an off day to let me know and I will cut them some more slack. I then record how many off days my students are having. Generally speaking, students may have one or two a year if any at all. When I start to notice a student is having multiple, I try to have a conversation with the school counselor as well as their classroom teachers to see if they notice the same tendencies. I then keep open communication with the counselor about the student as needed.

Another conversation I have with my students at the beginning of the year is that I will always listen if they need to talk and that my door is always open if students need it. I then try my best to make all students feel comfortable in my class by keeping my class a safe and respectful environment the best I can. I try to be a good listener and talk with all of my students one on one as often as I can, through feedback and just general small talk. Establishing these connections will help students feel more comfortable to have conversations about mental health with you.

If a student has a conversation about mental health with you it can be extremely difficult. Sometimes what they say is heart wrenching and hard to hear. Sometimes students will not want you to share what they said to anyone. Navigating that conversation can be touchy, letting the student know that you have to tell the school counselor and that it is just to make sure they are getting help is important. Mentioning parent involvement may be something to avoid as some kids' worst nightmare is to have to have that conversation with their parents. Leaving that up to the student and the counselor may be the right decision.

Mental health is definitely a hard topic to address in school but as a teacher preaching wellness it is our job to be open and willing to have conversations about it or at very least provide resources for our students to seek out for them to get help. I am by no means an expert and my advice may not be perfect but this is what has worked for me thus far. I hope you take some time to think about how you are addressing mental health in your classroom and how you may improve upon addressing it in the future as it is becoming a more prevalent issue.



Dear HPE Community Member,

SHAPE America is proud to champion and safeguard the National Health Education Standards (NHES), which serve as the foundation for a high-quality, school-based health education curriculum. As the Society of Health and Physical Educators — serving as the voice for 200,000+ health and physical education professionals — SHAPE America is the nation's largest organization representing school-based health education professionals. We hold a deep commitment to this professional community and as such, SHAPE America has proudly invested time and effort in producing many national resources and professional development opportunities for health education teachers. We are excited to officially begin the work to update these critical standards and as we do, we are grateful for the strong support of our many esteemed partners. We are confident and excited about the makeup of the National Health Education Standards Task Force, which is composed of innovative and diverse experts (who have experience with diverse student populations) in school-based health education and who represent leading national health education organizations, state DOE's, HETE programs, and K-12 practitioners. We urge members of our health and physical education community to read the update we recently published, which includes an announcement of the members of the National Health Education Standards Task Force. We also want to take this opportunity to emphasize that we will continue to seek and welcome review and feedback on the revised National Health Education Standards from all organizations in the health education space. We are all stronger as a community — and we truly put health education teachers and professionals *first* — when we are connected to each other and find ways to support each other in advancing a shared mission. Finally, once the revised National Health Education Standards are published, they will continue to be free and accessible to all who wish to use them, reference them, or develop relevant resources that include them, as is also true for the National Standards for K-12 Physical Education. We thank you for your support as we embark on this exciting journey, and we encourage any questions or feedback to be sent to Audra Walters, SHAPE America Senior Manager of Healthy Schools. at awalters@shapeamerica.org.

Deciphering ESSER Grants and Process!

Fitni Destani, President Elect – fdestani@keene.edu

Happy Fall 2021 everyone! Once again, I am writing to you all as President Elect for NHAHPERD. For those that do not know me, I am currently an Associate Professor at Keene State College (KSC) in the Human Performance & Movement Sciences Department (HP&MS) and excited to serve in this role.

As we continue to transition out of an arduous and tumultuous 2020-2021, I want to remind you once again that the greatest safeguard to the stressors present in our society is to focus on our personal health and well-being. Be sure to get your regular physical activity and rejuvenate your mind, body and soul.

“What lies behind us and what lies before us are tiny matters compared to what lies within us..” Ralph Waldo Emerson

The quote by Ralph Waldo Emerson reminds me to let go of the stressors that pile up in our lives and focus inward on the solutions. Make a plan, stick to your plan, and then trust in your process as a reflective teacher.

My focus in this newsletter entry is to provide important links that decipher ESSER (Elementary and Secondary School Emergency Relief) funds and the process for accessing the funds. For easier reading, I provided the information below into common questions and answers for that process.

First, the federal government has responded to this COVID-19 global pandemic by enacting six major bills, costing about \$5.3 trillion, to help manage the pandemic and lessen the burden on families, businesses, public health, tax incentives, and educational support. In fact, approximately \$282 billion was designated for educational support. Below are three links that will help decipher the ESSER funds process from start to finish, including important deadlines.

<https://www.nhahperd.org/esser>

<https://www.education.nh.gov/educators/grants-and-funding/emergency-funding-schools>

<https://oese.ed.gov/files/2020/05/ESSER-Fund-Frequently-Asked-Questions.pdf>

- **What are ESSER grants?** ESSER is the Elementary and Secondary School Emergency Relief Fund. These funds are available to help K-12 educational entities to prevent, prepare for, and respond to impacts of COVID-19. The links share allowable activities.
- **What is overall timeline for applying and using ESSER funds?** ESSER I is associated with the CARES Act. Instituted on March 27th, 2020, with a deadline to spend the funds by 09/30/2021. ESSER II is associated with CRRSA Act enacted Dec. 27th, 2020, with a spending deadline of 09/30/2023; and ESSER III is associated with the American Rescue Plan (ARP) Act enacted on March 11th, 2021, with a spending deadline of Oct. 2024.
- **How to access ESSER funds?** State educational agencies (SEAs) will award subgrants to local educational agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the Nation.
- **Is there a deadline by which SEAs must award ESSER funds to LEAs?** Yes. The deadline is within one year of receiving state allocation and failure to award the funds leads to returning the funds to the Department of Re-allocation.
- **How much flexibility do LEAs have in determining activities to support with ESSER funds?** Considerable flexibility, funding tends to target personal protective equipment (PPE), cleaning and sanitizing materials. However, LEAs also include support for remote learning for all students, especially disadvantaged students or at-risk students.
- **Is there monitoring or auditing of ESSER funds usage?** Yes, the single audit act enables the Government Accountability Office to review when notified.
- **Is there funding for Non-Public School students and teachers?** Yes, the Emergency Assistance to Non-Public Schools (EANS) Program.
- **Is there ESSER funding for Construction?** Two-step process for approving Elementary and Secondary School Emergency Relief (ESSER I, ESSER II and ARP-ESSER) funded projects proposed by Districts
- **Is there funding for children and youth facing homelessness?** Yes, the McKinney-Vento Act, Education for Homeless Children and Youth Program (EHCY) is designed to address the challenges that homeless children and youth have faced in enrolling, attending, and succeeding in school.

Final note: I provided important ESSER funding links available on the NHAHPERD website and links from the NH Board of Education. Also, I hope the question and answers helped to decipher what the funds, the deadlines, the process for districts to secure the funds and how districts allocate the funds and for what funding targets or activities. Be sure to go to the links above for more information. You can also email me (fdestani@keene.edu) for more information or clarification. I will also be in person at the annual NHAHPERD Conference in Water-ville Valley between Nov. 17-19.

Let's Go Fishing!-School Program

Jeff Hastings, VP Recreation – jhastings11@gmail.com

Welcome back, everyone! I hope you all have had a smooth transition back to school this fall. I'm looking forward to seeing you all at the NHAHPERD Conference in November.

If you're looking for an innovative way to get your students off their screens and out in nature, then look no further than the New Hampshire Fish and Game's, Let's Go Fishing School Program. NHFG are providing an introduction to fishing class that can be brought to your school! They send a trained instructor to come to your classroom and teach the students the classroom portion of the fishing program. Once the students have completed the course, a trained volunteer will take them on field trips to practice the skills they've learned in the classroom. The best part is that Fish and Game supplies all the necessary equipment and materials for the program.

It is important to note that you must have at least one trained volunteer at your school. It can be anyone from within the school community (parents, teachers, administrators, or support staff). The trainings for volunteers usually happen only once per year in the late fall and early winter. You will also need to attend trainings for each discipline you want to have at your school, i.e., ice fishing, fly fishing, or basic fishing.

If you are interested in scheduling a program, here are some things you need to know:

- On average, classes are scheduled 3 months in advance. So, the earlier you call to make a reservation, the better.
- Priority is given on a first-come, first-served basis.
- **No Class** will be scheduled with 30 or less days notice.
- There is an 8 person minimum.
- Each group/organization/school is responsible for their own transportation to and from off-site locations (Department, Fish, them and Game, 2021)

To schedule a fishing program for your school, contact Kyle Glencross kyle.w.glencross@wildlife.nh.gov or phone at (603) 271-3212.

Department, N. H. F. and G. (n.d.). *Let's go fishing - school programs*. Lets Go Fishing | New Hampshire Fish and Game Department. Retrieved September 15, 2021, from <https://www.wildlife.state.nh.us/fishing/lgf-schools.html>.

“Creating a Unified P.E. class at an elementary level”

Kevin Parsons, Elect VP H - kparsons@sau8.org

What is Unified Physical Education? Unified P.E. is a non-traditional way to provide opportunities for students of all abilities to come together in an inclusive environment to participate in sports, health lessons, and social emotional learning activities. By doing this it allows teachers to form student leaders, have a lower student to teacher ratio, and more room for individual student success.

Why I am starting a unified program: For the past 3 years of teaching physical education classes at an elementary school I have done my best to create an inclusive environment and adapt my lessons for all students. But I still felt like I could do more for some of these students. So as we begin this new school year I am challenging myself to create a Unified P.E. class and program at my school. This process started with a conversation I had with one of our classroom aids. We talked about how we could provide better opportunities for specific populations of students in our school, and a unified program came up.

Who does this benefit? This program will benefit two different populations of students. Students who physically and mentally struggle to reach the national P.E. and health standards, and students who do not necessarily enjoy or excel in physical education class but value helping others. The program gives these two groups of students a chance to be successful in physical education and health.

What's the outcome of having a program like this? Since this is my first time starting a program like this I have set two goals. One goal is to give this population of students a higher rate of success in the field of health and physical education. The second goal is to unite students and create powerful relationships that will increase their social emotional skills. I am excited and eager to start this at my school and hope you all can as well.

Skills Based PE—Nichole Treadway - VP Elect- ntreadway@londonderry.org

Many will see the title “Skills Based PE” and think, isn’t PE supposed to be skills based? The short answer is yes, but our definitions of what skills-based means might look different. We have a huge opportunity to help our students master more than just the physical skills required to play a game or complete a physical task. In Londonderry, we have been working hard to create a skills-based PE curriculum that focuses on 21st Century Skills. Our goal is to help our students develop essential life skills such as problem solving, critical thinking and communication through the vehicle of physical activity. We have created 4-week units that focus on overarching themes rather than the activity itself. The first theme is a 21st Century Skill, such as problem solving, while the second is a style of play, such as direct interceptive games. Within this you can choose from a variety of activities, this could be based off your class size, your abilities and comfort as a teacher, your student preferences, or your space available. This allows for flexibility while still focusing on the essential skills. Students at the same school in two different PE classes might have different activities they participate in, which would change their experiences slightly, but they would all be developing and mastering their level of the same 21st Century Skills. An example of this would be students in PE class A might be using Ultimate Frisbee as the vehicle/activity to develop the skill of problem solving. While PE class B might be using Flag Football. Students in both classes would experience the same sequence of physical skill acquisition seen in the very basic chart below while also focusing on the use of problem solving in game like scenarios and situations that we see in direct interceptive activities. Students can find value in their physical skill develop seeing new purpose and meaning behind skill mastery. The 4-week unit allows for time to focus on both the physical skill and the 21st Century Skill development while also building confidence in students as they are able to practice the skills at the basic level, build into game like scenarios and contribute to game play in the final stages of the unit. It also allows students to have multiple opportunities to demonstrate their mastery of the 21st Century Skill in both structured and unstructured settings. This is just a snapshot of our programs at Londonderry High School. If you would like to learn more or see how we evaluate our students please reach out using the email address above.

Direct Interceptive Unit	Skill
Week #1	Passing and Receiving, Cutting, Basic Defense
Week #2	Review of week 1 Skills, Numbers Up/Down Scenarios
Week #3	Small Sided Games and Tactical Drills
Week #4	Tournament or Game Play

Dance Dance Revolution in PE - Lisa Brace, VP Elect Dance; lbrace@sau73.org

Have you ever played the arcade game Dance Dance Revolution (DDR)? Maybe you played it on your video game console at home? Yanno, the one with a mat and arrows to step along to???

I loved this game as a kid and I wanted to come up with indoor PE options that could be done in a classroom with a small space or the gym that would appeal to kids of all ages and abilities. All you need is a smart board to show the video and four rubber dots per student. The students put one dot in front of their feet, one on each side, and one behind. They may need to adjust the dots based on their stride. The front dot represents the up arrow, the side dots represent the left and right arrows and the rear dot represents the down arrow... Just like you are standing in the middle of a DDR mat!

Here are a few links of introduction videos to practice the DDR motions:

<https://www.youtube.com/watch?v=cOVBTYPOXvg>

<https://www.youtube.com/watch?v=RaYIsUghjYI>

<https://www.youtube.com/watch?v=7us87Z8YfnU>

Here are a few songs that I have done after we have practiced.

<https://www.youtube.com/watch?v=mMH-JqMTR7o>

<https://www.youtube.com/watch?v=sLNWjvxsF7w>

<https://www.youtube.com/watch?v=8ECoxStz0Ro>

If these are too easy, try looking up medium difficulty DDR videos. If these are too hard for your students, you can always let them play with their hands instead of their feet and once they are comfortable with that, you can say the next level is on your feet. Lots of room for challenge and students can put themselves to their own ability. Have fun!

SPECIAL EDUCATION

Summaries of Decisions Affecting the Education of Students with Disabilities

VOLUME 25, ISSUE 3

July 2021

NEW OSEP/OSERS LETTERS OF CLARIFICATION—Specialized Instruction

Districts may not substitute PT, OT for a child’s required adapted PE

Case name: *Letter to Tymeson*, 78 IDELR 260 (OSEP 2021).

Ruling: A district must provide adapted physical education as specialized instruction to a student with a disability if the student’s IEP team has determined that the student requires such instruction in or for the district to meet the student’s unique needs.

What it means: In determining whether a child requires adapted physical education, a team may not factor in the availability of qualified staff at the school or within the district. Instead, it must focus on whether APE is necessary to address the child’s unique needs. If qualified APE instructors are not available within the child’s school, the district must make other arrangements, such as utilizing an APE instructor from another of its schools or arranging with another public or private agency to provide the instruction at no cost to the parent.

Summary: Substituting physical or occupational therapy for adapted physical education simply because a district lacks qualified APE instructors is likely to run afoul of the IDEA. OSEP indicated in a letter to the University of Wisconsin’s Center on Health and Adapted Physical Education, that when a child needs APE, a district may neither replace it with a related service nor decline to provide it simply because it lacks a qualified instructor. The writer expressed concerns involving whether a district may substitute a child’s required adapted physical education services with related services such as physical or occupational therapy. She cited an instance in which an elementary school child with a disability received APE, but when the child was preparing to transition to middle school, the district members of the IDEA replaced APE with physical therapy as a related service due to lack of qualified APE instructors at the school. OSEP explained that under the IDEA implementing regulation at 34 CFR 300.108(c), if specially designed physical education is prescribed in a child’s IEP, the district responsible for educating the child must provide the services directly or arrange for the services to be provided through another public or private program. OSEP added that this obligation exists even if the district does not provide P.E. to its nondisabled students in the same grade.

Further, OSEP stated, if an IEP team determines that a child requires P.E. as specially designed instruction to meet his unique needs, then that P.E. is considered special education, rather than a related service. Finally, Acting OSEP Director David Cantrell wrote, “[i]t would be inconsistent with IDEA for the IEP Team to base its determination of services necessary to provide FAPE, including specially designed instruction in physical education, on the availability of qualified staff.

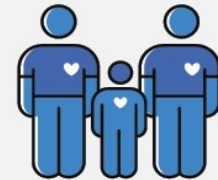


Virtual Event Ideas

Keeping students active and engaged is essential to their social-emotional health during times of physical distancing and at-home learning. Try one of these fun virtual celebratory events to keep up school spirit while incorporating essential SEL skills!

Mind & Body @ Home Field Day or Family Night

Plan a health. moves. minds. field day event in the comfort of your own home! Check out some activities, tips and tricks for organizing a Mind & Body-themed field day that families can do at home. Rainy or cold weather? Activities can be done inside! You can also make this a Zoom family night and use the stations as group activities!



Virtual Race Challenge

Keep students active and have them set personal movement goals in this "virtual race" event. Share out progress and accomplishments on your team fundraising page or through weekly Zoom calls.

Virtual Stress-Relief Dance-a-Thon

Host a virtual dance-a-thon for students and the school community to promote physical activity through dance as a tool to relieve stress. Just set up a time for everyone to log on to your school's preferred video chat platform and turn the music up!



Virtual Zen Night

Host a family night where students and their families engage in mindfulness activities such as meditation, Better Breathing, yoga, etc. while playing calm music.

Send a Kind Message Day/Week

Students take time to write kind messages to other students, teachers, friends or family members and post on the team's fundraising page. Share your favorite messages with your class each day. This can be a stand-alone activity or incorporated into another event.



Visit www.healthmovesminds.org to learn more!

Hi everyone, Happy Fall!
Lauren Manteau – Past VP PE – lmanteau@sau83.org

As you have started to settle back into your semi normal routine, there are some habits from remote or hybrid teaching you still may want to keep within your teaching. Below are several websites approved for use in NH with student access that are compatible for PE and Health. And then Apps that are super useful no matter what time of learning you are doing this year.

5 Student Data Privacy Consortium Approved Websites that can be Used in Physical Education and Health.

- 1. EverFi:** Resource for health education concepts, students follow along with interactive videos & questions.
- 2. Fitnessgram:** Place your fitnessgram data in a safe space that provides print outs for students to take home. This app also allows you to properly track data over time.
- 3. Flipgrid:** is a video platform, that helps you create video driven conversations. This can be used for assessments.
- 4. Pear deck;** is a google slides add on it allows you to create interactive slide shows for students.
- 5. WeVideo:** is an online video editing app, students can use it to create projects or for teachers to use for documenting assessment.

Apps for Physical Education

The PE Geek: is designed to help teachers in utilizing emerging technology for physical education.

PE Shake: is made up of 100 PE warm up games that are easy to set up with minimal equipment.

Balance it: A simple and powerful way to provide students with visual prompts and cues designed to help them develop Gymnastic skills.

PE Games: Games is the premier app for PE Teachers on the app store, containing over 100 games in a variety of categories.

Team Shake: You add names, and the app creates groups, you can pre add student names.

Jump it HD: Task cards resources that provides visual promotes and cues designed to help them develop Jump Rope skills

Eat and Move O Matic: helps teach about the foods you eat and how they help fuel your body for your favorite activities.

FIT Radio: great student appropriate music for all ages.

Sworck-it Kids: introduces kids to strength , agility , flexibility and balance exercises.

Yoga Kids: yoga ap that is easy to follow for all ages.

Fitness Kids: Exercise app that is easy to follow for all ages.

Iron Kids: exercise app that helps kids learn core upper and lower body exercises and helps create personalized workouts.

Sweat Deck: exercise app, helps students understand building a workout.

Skipping Skills: Jump rope app, explains and demonstrates each skill so students can understand how to perform it.

Interval Timer – HIIT Workouts: designed for high intensity workouts, easily adjustable rest lengths and choose between low and high interval cycles.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION PROGRAMS

DIRECTOR

OSEP Policy 21-01

May 12, 2021

Garth Tymeson, PhD
Center on Disability Health and Adapted Physical Activity University of Wisconsin-La Crosse
Department of Exercise and Sport Science
1725 State Street, 108 Mitchell Hall
La Crosse, Wisconsin 54601

Dear Dr. Tymeson:

This letter responds to your April 9, 2020, correspondence addressed to Laurie VanderPloeg, former Director of the Office of Special Education Programs (OSEP), U.S. Department of Education (Department). In that letter, you asked that OSEP clarify requirements related to the provision of physical education, including adapted physical education (APE), to children with disabilities under the Individuals with Disabilities Education Act (IDEA). Specifically, you asked that OSEP clarify “issues including the substitution or replacement of required physical education services by related services such as physical or occupational therapy for children with disabilities in special education, ages 3-21, and the qualifications/licensure required to teach specially designed physical education included in the [individualized education program (IEP)] IEP.” You shared a scenario of a child who had received APE at her elementary school but, when she was to transition to middle school, the local educational agency members of the IEP Team proposed to replace the child’s APE with physical therapy services due to the unavailability of a qualified APE teacher at the middle school. On January 26, 2021, Daniel Schreier, Policy Advisor to the Acting OSEP Director, and Lisa Pagano, OSEP Policy Specialist, spoke with you by telephone to gather additional information related to your request. We regret the delay in responding.

We note that section 607(d) of the IDEA prohibits the Secretary of the Department from issuing policy letters or other statements that establish a rule that is required for compliance with, and eligibility under, IDEA without following the rulemaking requirements of section 553 of the Administrative Procedure Act. Therefore, based on the requirements of IDEA section 607(e), this response is provided as informal guidance and is not legally binding. It represents an interpretation by the Department of the requirements of IDEA in the context of the specific facts presented and does not establish a policy or rule that would apply in all circumstances. Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

IDEA defines special education as “specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including (A) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (B) instruction in physical education.” IDEA section 602(29). The IDEA regulations define physical education to mean “[t]he development of – (A) [p]hysical and motor fitness; (B) [f]undamental motor skills and patterns; and (C) [s]kills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).” 34 C.F.R. § 300.39(b)(2)(i). Physical education “[i]ncludes special physical education, adapted physical education, movement education, and motor development.” 34 C.F.R. § 300.39(b)(2)(ii).

Under 34 C.F.R. § 300.108(a), the State is required to ensure that public agencies in the State make physical education services, specially designed if necessary, available to every child with a disability receiving a free appropriate public education (FAPE), unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades. Further, each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless - (1) the child is enrolled full time in a separate facility; or (2) the child needs specially designed physical education, as prescribed in the child’s IEP. 34 C.F.R. § 300.108(b). If specially designed physical education is prescribed in a child’s IEP, the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs. 34 C.F.R. § 300.108(c).

Since instruction in physical education is included in the definition of special education, the IEP Team must determine the extent to which the child can access the regular physical education program available to nondisabled peers, in addition to the extent to

which physical education is required as specially designed instruction to meet the child's unique needs. Therefore, even if a school does not provide physical education to children without disabilities in the same grades as children with disabilities, the school is not relieved of the duty to provide physical education to those students who have unique needs requiring physical education and have IEPs setting out part of that student's special education and related services. Thus, under IDEA Part B, "if physical education is specially designed to meet the unique needs of a child with a disability and is set out in that child's IEP, those services must be provided whether or not they are provided to other children in the agency." Analysis of Comments and Changes to the final IDEA Part B regulations, 71 Fed. Reg. 46540, 46583 (Aug. 14, 2006); see also 34 C.F.R. § 300.108(c).

When the IEP Team determines a child requires physical education as specially designed instruction to meet the unique needs of a child with a disability, the service is considered special education and not a related service. As with other services in the IEP, the IEP Team determines the frequency, location, and duration of the service based on the needs of the child. See 34 C.F.R. § 300.320(a) (7). It would be inconsistent with IDEA for the IEP Team to base its determination of services necessary to provide FAPE, including specially designed instruction in physical education, on the availability of qualified staff. During the January 26, 2021, telephone discussion with OSEP staff, you asked that this response specifically address whether it would be appropriate for a physical therapist to develop and implement goals in a child's IEP that require specially designed instruction in physical education. You shared concerns that, in the absence of an APE teacher, IEP Teams may be inclined to substitute physical therapy for the specially designed physical education that had been determined necessary for FAPE. While Part B of the IDEA does not mandate any particular personnel standards, each State's policies and procedures must provide for the establishment and maintenance of standards to ensure that personnel necessary to carry out the purposes of Part B are appropriately and adequately prepared and trained. 34 C.F.R. § 300.156(a). This includes ensuring that personnel have the content knowledge and skills to serve children with disabilities. *Id.* The Part B regulations at 34 C.F.R. § 300.156 address separately, the requirements for related services personnel and paraprofessionals (34 C.F.R. § 300.156(b)) and the qualifications for special education teachers (34 C.F.R. § 300.156(c)). The determination of who is qualified to provide physical education as specially designed instruction, including APE, is dependent upon the State's policies and procedures.

Finally, you asked whether an IEP Team meeting is required if a public agency proposes to remove APE included in a child's IEP and replace it with one-to-one physical therapy services. You inquired whether such a change would constitute a change in educational placement. Unless the parent and public agency agree to use the IEP amendment procedures in 34 C.F.R. § 300.324(a)(4) and (6), the public agency would need to convene the IEP Team to discuss making the revisions to the child's IEP that you describe. A public agency must provide the parent with prior written notice, as required by 34 C.F.R. § 300.503, a reasonable time before proposing to initiate or change, or refusing to initiate or change, the identification, evaluation, educational placement or provision of FAPE to the child. Generally, OSEP does not opine on whether the scenarios set forth in policy inquiries constitute a change in a child's educational placement. Determinations about whether a revision to a child's program results in a change in placement are made based on the facts and circumstances of the specific child, examining a number of factors. To help guide that decision-making process, OSEP set out several factors to consider in its Letter to Fisher, 21 IDELR 992 (July 6, 1994):

In determining whether a "change in educational placement" has occurred, the public agency responsible for educating the child must determine whether the proposed change would substantially or materially alter the child's educational program. In making such a determination, the effect of the change in location on the following factors must be examined: whether the educational program set out in the child's IEP has been revised; whether the child will be able to be educated with nondisabled children to the same extent; whether the child will have the same opportunities to participate in nonacademic and extracurricular services; and whether the new placement option is the same option on the continuum of alternative placements.

We thank you for your continued commitment to ensuring children with disabilities have access to appropriate instruction to meet their unique physical education needs and trust that the information in this letter is responsive to your inquiry. If you have further questions, please contact Lisa Pagano at 202-245-7413 or by email at Lisa.Pagano@ed.gov.

Sincerely,
David Cantrell, PhD,
Acting Director Special Education Programs



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Instructions

← Door Prize(s) at NHAHPERD Conference!

SAVE THE DATE!

We are pleased to announce the 2nd Health and Physical Literacy Summit is scheduled for February 13-15, 2022 in Birmingham, AL. Mark your calendar NOW for this exciting event. More information regarding program proposals, registration, and housing will be available this summer!



2021 NHAHPERD ANNUAL FALL CONFERENCE
“Ignite your Passion & Purpose”
NOVEMBER 18-19 WATERVILLE VALLEY, NH

Highlights: Registration & Exhibits/Refreshments open Thursday & Friday 7:30 a.m.

Welcome Keynote & Business Meeting Thursday a.m.— Mike Kuczala – *Kinesthetic Classroom*

8:00 am start with 30+ sessions per day including titles: The Chronic Pandemic: Tobacco”, First Push Syndicate, Interactive Interdisciplinary Games with a focus on Wellness, Math, and Literacy!, Health Education Updates, Middle School/High School Fitness, Beyond Strength: SEL Strategies in Strength & Conditioning, Motivating Students Beyond Pedometers through Learning Management Systems, Navigating COVID-19 Protocols & Related Stressors for Field based Practicum Pre-Service Teachers, Bootcamp, Deconstructing Barriers to Wellness, Teaching Game Concepts while physically distanced, Using Technology to individualize learning in PE, Sport Education Model, Elementary and Secondary Schools Emergency Relief (ESSER) Funds: What you should know about COVID-19 Federal Funds for School Districts, Mindfulness in the Classroom, Nutrition for All, You Won’t Believe it’s Dance, The Possibilities of Movement, Survival of the Fit, How to reduce stress in a chaotic hectic, uncertain weight obsessed world, Increasing Skill Competencies in Health Ed, Teaching Health to Change the Health Culture of your School, Empowering Intellectual & Social Health using the 7 Habits of Highly Effective Teens, Mindset Coaching for Athletes & Coaches, Leveling Up Your Leaders – How to be Intentional with Your Teams Leadership development, Promote cooperation & inclusion through Kin-Ball and Omnikin games, Favorite TOY Warm ups, Sequencing for Success with NHDI, What Drives Winning, How to build a team culture through character development, DOVE Self Esteem Project Confident Me! Curriculum, From information to outcomes in Health Education

One room dedicated to prerecorded sessions from: Carrie Ekins – Drums Alive; Teresa Osborn – Zumba, ‘80’s Dance; Eric Driscoll – USTA, OPEN, GOPHER

Registration includes: Exhibitors, digital handout book, morning refreshments, buffet lunches, door prizes, Thursday Silent Auction, Spikeball Tournament, 30% discount off all HPE and Adapted PE resources from Human Kinetics, Accusplit \$540 Value pedometer door prizes.

Thursday night Awards Ceremony & Banquet—open to the public—come celebrate with us!

*****NHAHPERD & the Waterville Valley CC are committed to providing a safe & healthy environment following all Covid-19 precautions.***

Register with form on Page 20 or on our website (Pay by check or online payment option):
www.nhahperd.org

!!!MAKE YOUR OWN ROOM RESERVATIONS AT THE WATERVILLE INNS!!!
Please Call Waterville Valley Central Reservations at: 800-GO-VALLEY (800-468-2553)
Town Square (\$244: sleep 1-8); Silver Fox (\$110: sleep 1 – 4); Valley Inn (\$110: sleep 1- 4)
Ask for NHAHPERD Conference Room Rates Before November 1st
Rates include 9% Rooms/Meals Tax

Any questions contact Dianne L. Rappa, Ex. Director —drappa@roadrunner.com

Return Service Requested:
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New Hampshire Association for
Health, Physical Education, Recreation & Dance

NHAHPERD Annual Conference, Waterville Valley – November 18—19, 2021
‘Ignite your Passion & Purpose!’
2021 CONFERENCE PREREGISTRATION AND MEMBERSHIP FORM

Name _____ *Please circle preferred address (Home/Work)
 Home: _____ School/Business Name: _____
 Address _____ Address _____
 Phone _____ Phone _____
 Email _____ Email _____

*Please check one interest area in each column

<u>INTEREST AREA</u>	<u>RESPONSIBILITY</u>	<u>EMPLOYMENT LEVEL</u>
<input type="checkbox"/> Health	<input type="checkbox"/> Teacher	<input type="checkbox"/> Pre to Elementary
<input type="checkbox"/> PE	<input type="checkbox"/> Student	<input type="checkbox"/> Middle
<input type="checkbox"/> Recreation	<input type="checkbox"/> Retiree	<input type="checkbox"/> Secondary
<input type="checkbox"/> Dance	<input type="checkbox"/> Administrator	<input type="checkbox"/> College/University
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Agency

Membership is required for conference attendance & is included in rates below: \$30 Professional; \$15 Student

PREREGISTRATION FEES WITH MEMBERSHIP & HANDOUT BOOK INCLUDED: (check one)

Professional Two Days - \$130 Professional One Day - \$100/ Th. Fri.

Student Two Days - \$65 Student One Day - \$50/ Th. Fri.

Retiree Two Days - \$85 Retiree One Day - \$65/ Th. Fri.

\$35 for Thursday night Awards/Banquet Dinner Ticket – Chicken Fish Veg

**Any Dietary Restrictions? _____ TOTAL ENCLOSED: \$ _____

(\$10 increased registration for professionals/students if postmarked after 11/6)

PAYABLE TO: NHAHPERD, P.O. Box 123, Bath, NH 03740—?’s: www.nhahperd.org

*Registration Fee includes: **digital** handout book, morning refreshments, buffet lunches, exhibits, door prizes, product discounts, +

*Would you be interested in a 2GB thumb drive w/handouts available for \$5 at conference? YES NO