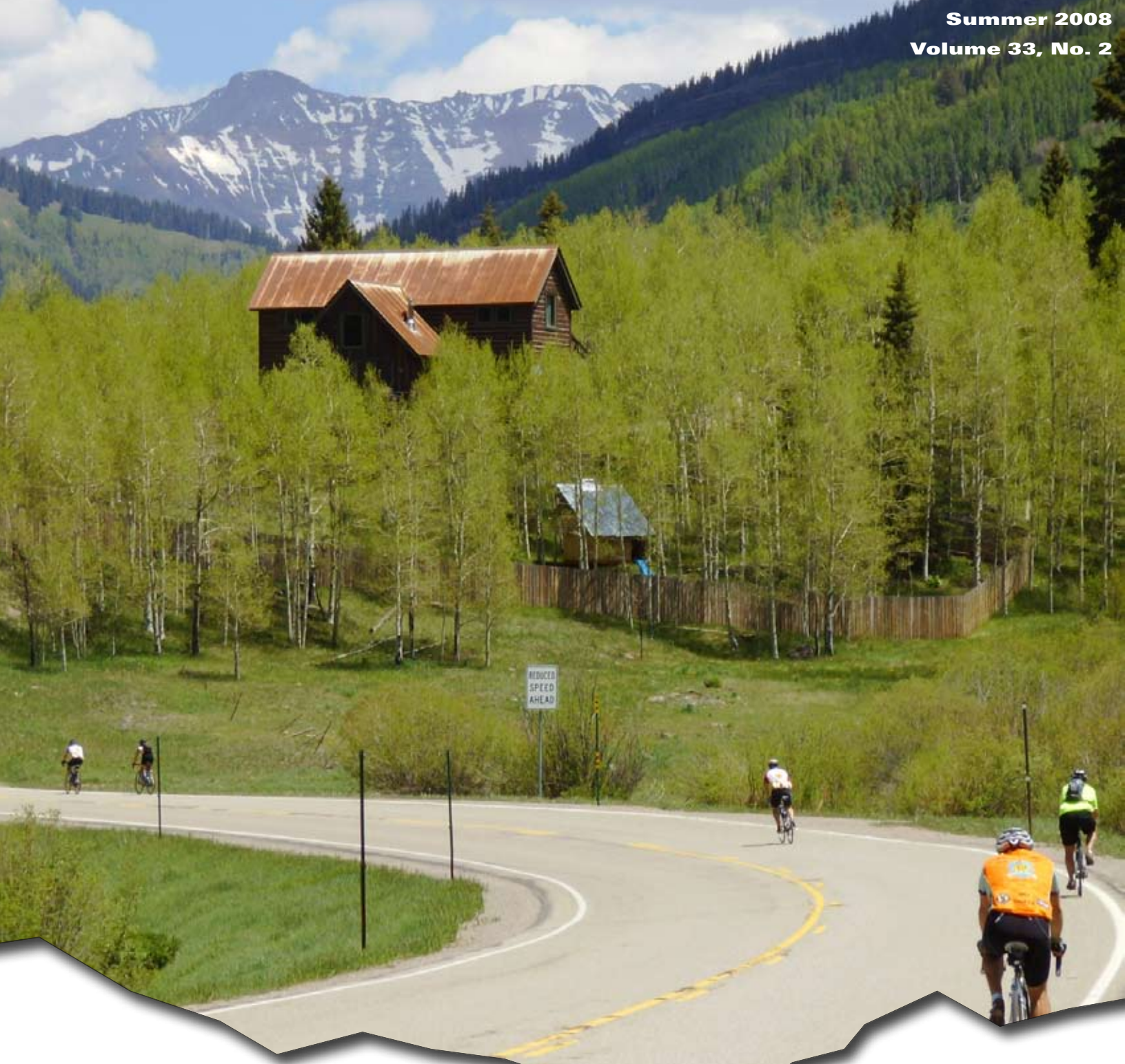




COAHPERD Journal

Colorado Association for Health, Physical Education, Recreation, and Dance

Summer 2008
Volume 33, No. 2



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Biking, Swimming, and Sneakers!

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Dear COAHPERD Members,

We are all very excited about the upcoming convention at the Keystone Conference Center in Keystone Colorado. There are many special sessions planned and the keynote speaker will wow you, energize you, and motivate you! Dr. JoAnne Owens-Nauslar has been on a mission for nearly the last 40 years promoting the need for increased physical activity and wellness. She has recently joined GeoFitness and will also be presenting a session on this curriculum. I am sure that we will all laugh and learn from Dr. Jo; so don't miss her keynote address or her session!

We have many session highlights just a few are two different Zumba sessions, First Tee, DDR, and more! Don't miss the President's social on Thursday evening for an informal get together and relaxation before the convention officially begins on Friday morning. The exhibitors list is coming along and should be bigger and better.

Register for the convention today at coahperd.org for professional development extraordinaire!

See you in October!

Sincerely,
Anna Mead, COAHPERD President
amead@jeffco.k12.co.us

Two Past Presidents' "Action Hero" Summer Experience

By Kathleen Kinkema and Patricia Morrison-Hughes

For a week this past June, Kathleen and I participated in the Ride the Rockies bike tour. We thought it would be fun to share our experiences with you, and to encourage you to be an "action hero" in achieving a healthy lifestyle. The *Denver Post* created Ride The Rockies Colorado Bicycle Tour in 1989. Over 1,500 riders from around the country participated in the first six day, cross-state tour. Last year, approximately 4,000 applications were received, with registration being limited to 2,000 cyclist. Participants each year represent 45 - 50 states and up to 10 foreign countries. This year, in seven days, riders covered 435-miles, completed four difficult passes, two summits and the Dallas Divide. The ride went from Durango to Cortez, Telluride, Montrose, Crested Butte, Buena Vista, ending in Breckenridge. We ate power bars and drank energy drinks, had dinners prepared by town folks, and slept under the stars in our tents.

(continued)

“Action Hero” Experience, continued



“I thought training hard was the answer to completing the Ride, but it’s the mind that gets you through the hard times.”

And here is our story in question/answer format.

Patricia—This is the third time you have participated in the Ride the Rockies. What brings you back to this event, why do you do it?

Kathleen—I’ve enjoyed biking my whole life and I’ve always been more suited to “long-distance” activities—swimming, biking, hiking, canoeing. I guess I’m more of a slow-twitch gal. RTR is a challenge which also appeals to me—and I love the scenery and atmosphere on the rides.

Patricia—Some people may think the “Ride” is just a week long event, but training usually starts in March. What keeps you focused on your goal for so many months?

Kathleen—Signing up for RTR actually helps me to stay active as my goal is to be fit enough to do the ride – my goal is always to finish without having to sag (so far I’m three for three ☺). After a long, cold winter I really look forward to getting on my bike in March. The hardest part is during late May and early June when I have to do really long rides several days a week – it is extremely time-consuming.

Patricia—Riding over 400 miles with 2,000 of your closest friends is, well some people might think a bit crazy. What kind of people do this ride, and do you think anyone could do the ride if they wanted?

Kathleen—Well, I hope I’m not crazy – all kinds of people do RTR from elite cyclists like Alison Dunlap to recreational riders like me. I think it’s great that RTR can meet the needs of such a diverse group of cyclists. People come from all over the world to do this ride – it’s the same for the volunteers. Participant motives for doing RTR reflect all the various reasons we do physical activity—competition or comparing with others, socializing, health, leisure When people ask me about it, I always say “If I can do it, anyone can.” *(continued)*



“Action Hero” Experience, continued

Patricia—During the ride you have many hours to think. Any thoughts you would like to share?

Kathleen—When you spend hours on the bike you do have a lot of time to ponder all sorts of things. I’d like to be able to say I’ve come up with something life changing or really profound as a result of the 1500+ miles I put on my bike this spring and summer but I can’t really think of anything. I guess the benefit of RTR for me is that it puts me out of my comfort zone—it’s good to challenge yourself. Hope to see some of you on a future ride.

Kathleen—This was your first RTR. Was it what you expected?

Patricia—Ride the Rockies was a great experience, offering more than I had expected. As strange as it sounds, it is pretty amazing to spend a whole day/week riding a bike. All those daily thoughts (what school and house work do I need to get done, did I feed the dogs, what’s for dinner) that often consume you go away. Your mind is open to sounds and sights of nature that we often forget about, reinforcing how beautiful the natural world is. Also, you also are totally dependent on your body for getting from point A to B. If you stop peddling, you stop...it’s all you or nothing. I agree with you, if I can do the RTR, anyone can. I thought training hard was the answer to completing the Ride, but it’s the mind that gets you through the hard times.

Kathleen—In my limited experience each RTR had a “moment” where I felt I accomplished something I wasn’t sure I could do and it was exhilarating- did you have a “moment” like that? When was it?

Patricia—When I started the Ride, I wasn’t sure I could do any of it, I just knew I had trained a lot, but didn’t know what I was really getting into, so actually I had lots of “moment’s”. My first “big moment” came on the second day ride from Cortez to Telluride, which was a 77 mile ride, most of it spent climbing and climbing up to the top of Lizard Head Pass, at 10,222 feet. When I got to the top of the pass I felt so internally strong, so happy, it brought tears to my eyes. I was just bursting with excitement, and the beauty of the area made the feeling even stronger. I did the ride to get into shape, to challenge myself and to show my own kids to set goals and enjoy life. I didn’t expect the “moment’s” to be profound.

Kathleen—Immediately after I finished my first RTR I was not sure I’d ever do it again. How about you?

Patricia—That’s a hard question, because the “moments” are so amazing on RTR. On the last day when I cycled into Breckenridge I was very tired and I couldn’t sort out if I wanted to do the Ride again or not, because believe it or not, I did have that question in my mind. Part of me said yes, I’d do it again, and another part said, “are you crazy”? Like you, I would encourage anyone and everyone to do RTR, or do something that takes you out of your comfort zone, to allow yourself to have “moments” of accomplishment that are so exciting you can’t put them into words.

Kathleen—Have the saddle sores healed?

Patricia—It took a few days for my “saddle sores” to heal, but it was worth it. It was funny watching riders on the last day, as lots of us were taking short standing breaks while riding. My legs didn’t feel as bad as my “saddle”. :o)

Sneakers Do the Walking and the Talking for FIT Kids



Walk, run, and jump with us! Help the American Heart Association demonstrate the widespread support for physical education, by putting your best foot forward for the FIT Kids Act, legislation that can help our kids have a brighter, healthier future. Kids and adults from across the country have been putting their best foot forward for the FIT Kids Act wherever their summer travels are taking them.

Advocates across the world have answered the call to help demonstrate the widespread support for FIT Kids to Congress, by submitting pictures of their active sneakers to post on our [Sneaker Story Campaign map](#). Email your photo to sneakers4fitkids@yahoo.com and it will be added to Sneakers for FIT Kids Photo Petition. Each sneaker photo we receive will represent another American stepping-up for physical education for our kids!

Childhood obesity has reached epidemic proportions in America, putting our children's health at risk. Ensuring that our kids get the proper amount of physical activity each day can help combat this worrying trend. That's why we are supporting the FIT Kids Act, which seeks to make the health of our children a priority by encouraging legislation to help schools to provide increased, quality physical education and promote healthy lifestyles. For more information on the FIT Kids Act, please visit www.fitkidsact.org.



Winning Water Workout

With summer here, many people turn to the swimming pool for a changeup in their everyday workout routine. Here are a few lower body-toning exercises to try in chest deep water the next time you are in the pool.

You may first want to warm up with some treading water. Go to a deeper part of the pool and extend arms out to your sides, about waist high. Begin circling both arms in large figure eight movements. At the same time, begin entire leg movements as if you were pedaling a bike. Three to five minutes of treading will begin to get your heart rate elevated, and your muscles ready for the next power moves. Return to chest deep water for the next move.

Squats: Begin with your arms by your sides and your feet together. As you lift your arms to shoulder height, step to the right with your right foot and squat until your thighs are almost parallel with the floor of the pool. Pushing

through your heel, step your right foot back along side your left foot, as you return to a standing position. Lower your arms back to your sides. Repeat 6-8 times and then switch to the left leg. Remember to keep your head above water in a neutral position, pelvis tucked, and chest lifted throughout the moves.

Lateral Leg Raises: Stand near the side of the pool with feet together, pelvis tucked and hand lightly resting on the edge of the pool. Holding on to the edge of the pool with your right hand, begin to raise your left leg to the side to a 45 degree angle. At the height of the leg raise, slowly pulse your leg, moving from the hip, up and down 8 times. Lower the leg back to the starting position. Repeat this move 4 times, and then switch to the opposite leg.

Flutter Kicks: Face the edge of the pool, with both hands hanging on to the edge, arms extended. Lift your legs off the floor of the pool so you are prone in the water, on your stomach. Keeping just a slight bend in the knee, and avoid arching your back, begin kicking your legs, with the movement originating from your hips. Turn your head to the side and do rhythmic breathing while kicking. Keep the water level at your forehead hairline. If using the edge of the pool is uncomfortable for you, use a foam kickboard. Hold the outer sides of the board with arms extended and use the lap lane.

Working with Paraeducators in the Physical Education Program

by Bryan Wickoren

Paraeducators can provide strong, multidimensional support for students' success in the physical education classroom settings, i.e. gymnasium, locker room, outdoor environment.

Physical education teachers should expect the paraeducator to come to physical education class with the student with a disability. IDEA 2004 states that paraeducators should assist in the provision of special education services to students with disabilities. Since physical education is defined as part of special education in the IDEA 2004 law, the expectation should be to have the paraeducator in the physical education class when students with disabilities are participating. The physical educator should work closely with the paraeducator to develop and implement the student's IEP goals and help students with disabilities participate fully in the activities of the physical education lesson.

Physical education teachers should collaborate with the paraeducator to ensure that the following occurs:

- **Knowledge/understanding of physical education terminology and equipment.** The terminology and equipment used in physical education classes are often very different from what paraeducators hear, know, and understand when working with students with disabilities in the regular classroom setting, i.e. dynamic vs static balance, muscular strength, cardiovascular endurance. The physical educator should train and work with paraeducators to ensure they have a working knowledge and understanding of physical education terms and equipment.
- **Open and two-way communication between the paraeducator and the physical educator.** The paraeducator should inform the physical educator about any "special considerations" regarding the student with disability. The paraeducator works closely with the student for most, if not all, of the day and thus probably has a better knowledge and understanding of the student and his abilities. Open communication between the paraeducator and the physical educator will help to ensure successful participation by the student with a disability in the various physical activities.
- **Appropriate dress for physical activity.** The physical educator should expect the paraeducator to be dressed appropriately for activity in the physical education class. To help with this the physical educator may offer to keep a change of clothes and/or shoes in the gymnasium office so the paraeducator can change into active clothes when needed.
- **Safety considerations are of foremost concern.** The physical educator should work with the paraeducator to identify those areas of safety concern so the paraeducator can monitor and actively intervene when necessary. For example, throwing activities, crowded

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“The paraeducator works closely with the student for most, if not all, of the day...”

Working with Paraeducators, continued

“Paraeducators should be trained to look for safety considerations...”

playing conditions, working on uneven surfaces, and inappropriate use of equipment, could all have implications for safe participation in the physical education class. Paraeducators should be trained to look for safety considerations, actively intervene, and communicate with the physical educator about them.

- **Determining the paraeducator’s responsibilities and roles in the physical education class.** The physical education environment and lesson activities are quite different from the typical classroom, of which the paraeducator is most familiar. These differences include a noisier teaching/learning environment, a larger teaching area, bigger equipment, more and frequent transitions, and more movement. The physical educator should collaborate and communicate with the paraeducator on his/her expectations when working with students with disabilities in the gymnasium or other physical education environments. Physical educators are encouraged to develop a list of specific roles and responsibilities for the paraeducator so everyone knows exactly what is expected. The physical educator might list the day’s activities and general expectations of the paraeducator to facilitate that activity such as:

Warm-up activities - the paraeducator will stay beside the student with a disability to ensure warm up activities are done correctly. The paraeducator will give assistance only when necessary to successfully complete the activity.

The responsibilities of paraeducators will vary based on the lesson activities but can include the following:

- providing instructional support in small groups
- monitoring equipment usage and activity participation
- providing one-on-one instruction
- collaborating with the physical educator on a regular basis
- modifying materials and/or equipment
- collecting data on students, especially as it regards the student’s IEP
- implementing behavior management plans
- providing personal care assistance

Paraeducators and the IDEA 2004 law:

The IDEA 2004 law requires paraeducators to be appropriately trained and supervised in accordance with state law and to assist in the provision of special education and related services to children with disabilities. In addition, the state must develop a policy that requires local educational agencies take measures to recruit, hire, train and retain highly qualified personnel, including paraeducators, to provide related services to children with disabilities. Special education paraeducators who provide instructional support in Title I school wide programs must meet the NCLB requirements.

Middle School Students' Perceptions of Coeducational and Same-Sex Physical Education Classes

*Scott Ronspies and Matthew Madden
School of Sport & Exercise Science
University of Northern Colorado*

When examining middle school students' perceptions of coeducational and same-sex physical education classes, Olafson (2002) reported that girls disliked physical education because it was embarrassing. They felt inferior to boys and suggested creating same-sex physical education classes to boost their attendance and enjoyment levels. Lirgg (1993) found that boys in coeducational classes were more confident in their ability to learn motor skills than boys in same-sex classes. Therefore, the purpose of this study was to examine the perceptions of middle school students participating in coeducational and same-sex P.E. classes. Participants were eighth grade middle school students (three girls, three boys) who had experiences in both coeducational and same-sex physical education classes. Same-sex classes were offered at the school for students in sixth and seventh grade, and coeducational classes were offered in eighth grade. Students were interviewed and responses were audio-taped. The interviews offered insight into participants' perceptions of the two types of classes, and how each impacted their middle school physical education experience.

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“...I like class when there are boys in it because I can show them that I can play too.”



“I like coeducational P.E. because it gives me a chance to talk to girls and show them that I am a good listener.”

Middle School Students’ Perceptions of Coeducational and Same-Sex Physical Education Classes, *continued*

Jackie explained that she liked same-sex over coeducational because “the boys are always getting in trouble and talking when the teacher is talking.” She felt that large amounts of time were wasted in coeducational classes because the teachers had to discipline the boys. Sara, however, enjoyed coeducational physical education for the simple fact that this was an avenue to display her high level of skill ability to the boys. Sara stated, “I am a sporty type of girl so I like class when there are boys in it because I can show them that I can play too.” Maria also preferred coeducational physical education for reasons that were socially motivated. She stated, “I am not very good at P.E. but that’s okay because if I tried harder I would be better.” Josh too enjoyed coeducational physical education for social reasons. He was concerned about how he was perceived by girls, and used coeducational classes to show girls his “sensitive side.” Josh said, “I like coeducational P.E. because it gives me a chance to talk to girls and show them that I am a good listener.” Mike was athletic and preferred the competition that same-sex classes offered. He was annoyed at the girls for not wanting to play or try their best. Mike noted, “Girls aren’t as good as us guys, so if they just stand there and watch I don’t care!” Jose agreed with Mike, however, did mention that coeducational classes allowed him to “show off” his skills to the girls. Understanding how the students perceived physical education classes offered valuable insight into factors that affect the learning process/environment.

Results indicated students did have something important to say about how physical education classes were structured at their school. Based on the findings of this study, the following considerations may be helpful for teachers: 1) students did have a preference of class structure, and their voice was valuable in providing information concerning student preferences. If one of the goals of physical education is student learning, it may be necessary to allow the students’ voices to be heard; 2) the learning environment is critical! Students indicated that the classroom structure did impact their learning. The classroom should be a safe, positive environment where all students feel comfortable to learn; 3) the social environment established in a classroom is vital in developing students who are respectful, responsible, and able to work productively with others. Allowing students an opportunity to understand and practice these characteristics will better their chance of displaying these traits in the gym and outside of physical education. School curriculums may address this diversity in preferences by offering classes that are structured from a coeducational and same-sex perspective.

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- Lirgg, C. D. (1993). Effects of same-sex versus coeducational physical education on the self-perceptions of middle and high school students. *Research Quarterly for Exercise and Sport*, 64(3), 324-334.
- Olafson, L. (2002). ‘I hate phys. ed.’: Adolescent girls talk about physical education. *Physical Educator*, 59(2), 67-74.

TOPICS IN HIGHER EDUCATION

K12 TEACHER EDUCATION PHYSICAL EDUCATION PROGRAMS (PETE PROGRAMS)

DISCUSSION FORUM:

“PROFESSIONAL AND PERSONAL DISPOSITIONS”

FOR THE TEACHER EDUCATOR:

What are your thoughts regarding pre-service teachers' professional/personal dispositions?

Do you believe students displaying unprofessional dispositions should not graduate from PETE programs?

FOR THE K12 TEACHER/PRACTITIONER:

What insights and words of wisdom (i.e. do's and don't's, common mistakes) can you provide for a pre-service teacher or first year teacher?

FOR THE PRINCIPAL/ADMINISTRATOR:

What are some key qualities and characteristics of teacher/practitioners who display excellent professional/personal dispositions?

Are dispositions formally critiqued at the interview or during formal assessment? If so which professional/personal dispositions?

Nhu Nguyen, Ph.D.

COAHPERD Higher Ed Chair

Assistant Professor, Metropolitan State College Of Denver

Please send responses to: ncaiozzi@mscd.edu

Legislative Report June 2008

Submitted by Rick Metz

This 2008 general session was very productive with many health/wellness related legislation being debated and passed. Governor Ritter supported the efforts of wellness advocates by signing many important bills into law this year. The following is the final update on legislative news.

- Legislative General Session ended on Tuesday evening May 6, 2008
- CDE update-Terry Jones receives an extension of the 5 year grant covering his salary - It's great to have his expertise and support in the future, Karen Connell's (health) position was defined as an FTE at CDE.
- Our Governor examined many bills in May. Normally, he would have to decide to sign or veto bills within 10 days. Bills delivered to his desk on the last day of the session extend the decision process until May 31st.

Legislative bills: June 2008 update

- HB 1224 (Comprehensive school health grant program includes coordinated school health components) was signed by our Governor. CONGRATULATIONS to Representative Benefield with assistance in the Senate by Senator Tupa.
- SB 129-minimum nutritional drink requirements in school: was signed by our Governor.
- SB 88-(illegal possession of tobacco penalties increased) was signed by the Governor.
- SB 123-(free lunch for some kids with reduced lunch fee) was signed by the Governor.
- SB 173-grant program for (PE, PA and food requirement) PI (postponed indefinitely), I will work with CCC, AHA, the Junior league and Senator Williams this summer to rewrite the bill.
- HB 1335-(BEST- facility improvement money) was signed by the Governor.

Other bills of interest

- HB 1021-(early kindergarten for gifted kids) was signed by the Governor.
- HB 1384-(teacher recruitment, stipend for national board certified teachers) was signed by the Governor.
- HB 1386-(school leadership training) was signed by the Governor.

(continued)

Legislative Report, *continued*

- HB 1388-(financing for public schools- keeping up with inflation) was signed by the Governor.
- SB 65-(teacher incentive- merit pay) PI.
- SB 73-(college textbook evaluation) was signed by Governor.
- SB 130-(innovations in schools- financing, staffing, curriculum) was signed by the Governor.
- SB 208-(background checks charter schools staff) was signed by the Governor

ALL BILLS can be examined by “googling”: Colorado legislature, House or Senate bills, use the “drop down” for specific number. Call if you need help or want more information.

Summer meetings for CoAHPERD lobbyist: AHA, CCC, CDE, MDHWC, SPI, town hall meeting re: high graduation requirements (Representative Todd’s HB 1118-07) and summer meetings will include SB 173 rewrite and a meeting for legislators to be informed about the coordinated school health model and the impact of HB 1224.

Thanks for your support and involvement this year and I look forward to working for you at the capitol.

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