

SPRING
2014



Health and Physical Education Newsletter

MONTGOMERY COUNTY PUBLIC SCHOOLS

SPECIAL POINTS OF INTEREST:

- This newsletter will rely on article contributions from health and physical educators.

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Recognizing MCPS Health and Physical Educators

Greetings health and physical educators of MCPS! The school year is winding down quickly and we wanted to share our appreciation and thanks for all you have done this year so far. The adapted physical education, health education, and physical education team have continued to work toward our vision for all students to become physically literate and health literate citizens who demonstrate behaviors that value lifelong wellness.

We have continued to come out and support teachers and teams in various ways. This year, we participated in department walk-throughs, developed and provided professional development, and served as mentors to support the successful implementation of adapted physical education, health education, and physical education.

This Spring, MCPS has a new MAHPERD Demonstration School--Julius West Middle School! Congratulations to Chris Lyons and Anthony Tramontano for their award from MCCPTA for their support with Special Education! Congratulations to all of you in the hard work and diligence in serving students in health and physical education every day!

—Cara Grant

MAHPERD Demonstration School

Julius West Middle School



MCCPTA Special Education Honorable Mention Educators

Chris Lyons and Anthony Tramontano



Required Summer Health Education Trainings

This training will include revisions to the family life and human sexuality lessons. Teachers will preview the secondary comprehensive health education curriculum framework revisions. Training will also include skills based health education strategies, national health education standards, skills based assessment rubrics with successful criteria of student work, equitable classroom practices, and universal design for learning strategies.



Title: Health Education for Family Life and Human Sexuality **Course Number:** 85048

Dates and Times

Middle School

June 24: 9:00 a.m. - 12:00 p.m. or 1:00 p.m. - 4:00 p.m.
July 15: 9:00 a.m. - 12:00 p.m. or 1:00 p.m. - 4:00 p.m.
July 24: 9:00 a.m. - 12:00 p.m. or 1:00 p.m. - 4:00 p.m.
July 30: 9:00 a.m. - 12:00 p.m.

High School

June 25: 9:00 a.m. - 12:00 p.m. or 1:00 p.m. - 4:00 p.m.
July 30: 1:00 p.m. - 4:00 p.m.
August 7: 9:00 a.m. - 12:00 p.m.

SHOUT-OUT! Sue Amos



Sue Amos (Walter Johnson HS) made a lasting impact on these current MCPS physical education teachers during her time at Magruder HS.



“Sue has always practiced and maintained a well-respected, high regard for sport and fitness and all it contributes to the total well-being of students. Her innate passion to help others realize a true potential and achieve their goals continues to be a tireless journey, extending well-beyond a full-time job for Sue. She is a devout leader of her art and a relentless advocate for building success through sport and lifetime fitness. I am so proud and thankful to have been a piece of that energy and a pit-stop along the way.”

—Wendy Way, Class of 1984

“Sue always made Physical Education and Athletics fun!! She knew how to mix the work ethics to make you work as hard as you could but also enjoy it. This is what inspired me to continue my dream of being a Physical Education teacher as well as a coach. After 29 years, I still can’t think of doing anything else for my profession. This was elevated by my contact with Sue.”

—Barb King, Class of 1978

“Sue was a huge impact post Title IX for us and that did change my career path into teaching and coaching.”

—Elizabeth (Rinaldi) Burdick, Class of 1984

“Sue had high expectations for both genders in her Physical Education classes. She constantly raised the bar for her athletes. In my day, equity in pay for coaches in female sports, use of facilities, and overall funding for their teams was becoming a reality. For Sue, it was never about the money. Her hard work and dedication to her teams was evident and inspiring. My elementary Physical Education teacher, Maxine Rogers, influenced me to become a Physical Education teacher. Sue solidified my career choice.”

—Jean Nodine, Class of 1981

Give a Shout-Out!

Is there a MCPS health or physical educator who made an impact on you, a school, and/or the community? Give them a shout-out in the next Health and Physical Education Newsletter! E-mail your Shout-Outs to Matt Hawkins. Thank you!

The Just 10 Challenge Wellness Champions

I was approached by my assistant principal, Tonia Harley, to become Neelsville Middle School’s Wellness Coach at the beginning of the 2012–2013 school year. I had just become the Health Education teacher and was very excited about my new position. I accepted the position and began digging into what it took to be a wellness coach. I discovered that it was primarily about being well-aware. Participating in the Well-Aware Challenge brought wellness to the forefront. Once we discovered how active or inactive we were, we began to set goals for improvement.



Once our teams were established, team captains played an essential role to help motivate staff to workout. Teachers began walking together, meeting in the wellness weight room, buying Fitbits, monitoring their steps with pedometers on their phones, and one of our teachers even held a Zumba class as part of an after-school meeting. I noticed people blending healthful juices and monitoring their calories. Many teachers have come to me with reports of great weight loss and how wonderful they feel.



Our staff has come together over the theme of fitness. We talk about fitness, we share ideas about fitness, and we encourage each other to become more fit. Who does this benefit? I believe it benefits our staff and, most importantly, our energy level benefits our students.

—Laura Eyler

Laura Eyler has been teaching in MCPS since 2001. She is currently the Health Education teacher, Wellness coach, and Softball coach for Neelsville Middle School.

Implementing Literacy in Physical Education

As a Physical Education teacher, the idea of implementing literacy skills into the curriculum in a “non-physical” way can cause apprehension. How many times in your career have you asked students to bring pencil/paper and readings into the Physical Education setting only to stress over how to write on the blacktop or floor, or wonder if the handouts will blow away outside? Most of us have been there, and although these materials have benefits in our classrooms, the use of texts and written tasks in Physical Education can be challenging. What if we expand the definition of “text,” re-think the benefits of incorporating literacy skills into the curriculum, and remove some of the apprehension?

What if I said text does not have to be a book or handout? When we re-define text, we re-define the way we look at the implementation of literacy skills and become open to the vast benefits literacy strategies provided in the Physical Educa-

tion setting. Text, for Physical Education teachers and students, can be a poster on the gym wall highlighting cues for a volleyball serve. It can be the instructions on a piece of equipment in the weight room. It can even be a live demonstration by a group of students. Are the wheels turning yet? We do this already.

Text is embedded in our instruction. It just does not look like traditional text. Text is how we teach our students new skills and concepts. Once we understand the broader definition of text, the literacy strategies within the Common Core State Standards (CCSS) start to make sense. Close reading, for example, is one focus of the CCSS in literacy in which students read and analyze a text “cold” without any pre-teaching of background information. Students benefit from close reading by discovering a text’s meaning independently. What if students observed a peer’s volleyball serve or analyzed the tactical strategies employed

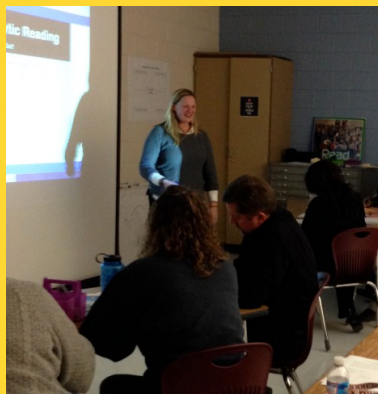
during a few minutes of an invasion game? These examples resemble a close read. We then establish what we want our students to learn from that close read by having them focus on specifics. For example, where was the point of contact on the ball during the serve? If it was not successful, what needed to change? Or, what did the off-the-ball offender do to assist the goal?

These are all ways we increase literacy in the Physical Education setting. Although some of us do this already, how great would it be if, with this new understanding of text, we shift our minds and teaching practices in ways that help our students increase their literacy, too!

—Katie Whipp

Katie Whipp has been teaching physical education for 10 years. She is currently the Physical Education Department Chair at Hoover Middle School.

Literacy Development at Hoover Middle School



Left and Below: Heather Bruns, PE/Arts Team Leader, and Katie Whipp, PE Department Chair, presenting to their team at a training on “close reading” and what it looks like in PE, Health, and Arts classes.



Left: Sean Karns, Jeff Mehr, John Angelotti, and Jim Baker demonstrating academic vocabulary and what it may sound like in PE, Health, and Arts classes.



Above: Chris Bowen implementing both close reading and academic vocabulary literacy strategies in his class.



Left: Students engaging in a cold read during a “close reading” cultural dance lesson.

Social Emotional Learning in Physical Education

As physical educators, we teach Social Emotional Learning (SEL) on a daily basis. It is integrated into our curriculum as part of the Personal and Social Responsibility measurement topic. It is identified in Standards 4 & 5 of the National Standards for K-12 Physical Education from SHAPE America. It is categorized under the Affective learning domain. It is such a huge part of what makes Physical Education so unique, but what exactly is SEL? What activities can we use to incorporate SEL into our lessons? How is SEL incorporated into Physical Education at Carl Sandburg Learning Center?

The leading organization for SEL is the Collaborative for Academic Social and Emotional Learning (CASEL). CASEL's goal is to have SEL integrated into the curriculum for K-12 students nationwide. CASEL has broken down SEL into five core competencies (shown to the right).

You can see how all five of the core competencies are heavily integrated into Physical Education. Our class is unique in that we can challenge students through all five core competencies each time they step into the gym. SEL objectives can be taught in all activities from Yoga to team handball. We allow students to discover their own strengths and limitations physically. We create an environment where students need to work together in teams to accomplish goals. We teach students to manage emotions after gameplay—win

or lose. There are SEL objectives to be met in every subject we teach.

Here at Carl Sandburg Learning Center, we teach students with Autism and other learning disabilities. SEL is a major part of what students are taught here daily. I incorporate as many activities as possible

The Five SEL Core Competencies

Self-management - Managing emotions and behaviors to achieve one's goals

Self-awareness - Recognizing one's emotions as well as one's strengths and limitations

Responsible decision making - Making ethical, constructive choices about personal and social behavior

Relationship skills - Forming positive relationships, working in teams, dealing effectively with conflict

Social awareness - Showing understanding and empathy for others

that reinforce SEL. For example, we just finished a unit in which students completed obstacle courses. One objective was to have the students work together as a team to create the obstacle course themselves. The students were challenged to

work with a partner to safely carry all of the heavy mats, balance beams, and trampolines themselves. As students demonstrated the objective, they were verbally praised and encouraged to continue. Once the obstacle course was completed, they were to go through the course appropriately. Their next objectives were to wait for their turn at each station and encourage their friends as they completed the course. Students were positively praised when they demonstrated waiting their turn. If a student encouraged or cheered on a friend during the obstacle course, they received a sticker on their hand immediately. The immediate sticker on the hand reinforced the objective of cheering on their friend.

SEL is important for all students from Kindergarten through high school. Students need this education so that they can grow up to be well-rounded, respectable adults who can work with others and make good choices throughout their lives. Physical Education teachers have a great opportunity to be leaders in delivering this very important education.

—Michael Gillen

Michael Gillen is in his third year of teaching Physical Education in MCPS. He is currently the Physical Education teacher at Carl Sandburg Learning Center.

Staff-Student Volleyball Program Builds Positive Relationships

Before winter break, a new tradition began at Springbrook High School—Staff vs. Student volleyball games. Each Friday, staff and students at Springbrook High School have an opportunity to participate in friendly volleyball games during the hour lunch block. I encouraged the school community to participate, watch, cheerlead, keep score, or help referee game play.

The lunch volleyball program gives students an opportunity to interact with others in the school environment. In addition, staff are given a chance to step outside of their classrooms and get active. Staff and students alike get to

see each other in a new light. For example, Douglas Reamer, math teacher, and Kareef Overton, school counselor, get to show their competitive spirit through these friendly, positive interactions. Douglas feels the lunch volleyball program “promotes school spirit,” while Kareef only needed one word to sum up the program, “AWESOME!”

—Melissa Seesz

Melissa Seesz is in her sixth year teaching in MCPS. She teaches Physical Education at Springbrook High School and coaches JV Girls Volleyball.



Springbrook HS staff rotate positions during one of the Staff-Student volleyball games as part of the lunch volleyball program.

Team Teaching a Women’s Fitness Course

At Northwest High School, we offer a Women’s Specialty Weight Training class designed for female students. Although teaching and learning in this class is flourishing now, this was not always the case. We started off by running this class for female students similar to the typical Specialty Weight Training class (with a majority of male students), but this did not work. It was frustrating for both students and the teachers. In addition, we faced an additional challenge due to a scheduling and facilities conflict in which two classes—the women’s weight training class and an aerobics class—were scheduled in the same teaching space. As a result, the two classes were combined into a co-taught fitness class with Mrs. Stephanie Blake. This has ultimately turned out to be a great experience.



solved two issues for us by eliminating off-task time during the period and increasing the amount of student learning and participation during the period. We used a total body routine and varied the number of sets and the work/rest intervals. We also introduced some of the “old school” calisthenics, such as burpees (or squat thrusts depending on how old you are), which are now more mainstream thanks to CrossFit and other training programs. Typically, we would do circuits three days per week and have two alternative workout days which included a variety of abdominal routines, Yoga, Pilates, Zumba, kickboxing, and stretching. We even took the students out to the track and gave them three options for a workout depending on their personal fitness level. Most of our class did the above average workout.

seeing our principal do burpees (and so did !!). For the fourth quarter, students were provided with greater autonomy to create their own workouts by following a rubric for guidance. The students selected a partner and created three different workouts for the week. This allowed us to keep our two days of alternative workouts and helps keep the class fresh and energized through the added variety. What started as a scheduling conflict has reinvigorated our Women’s Specialty Weight Training class and has been a positive experience for both teachers and students. I hope we have the opportunity to do this again in the future.

—Sean Gallagher



Stephanie and I came up with a plan to maximize both of our strengths and expose the class to a variety of fitness alternatives. We began the semester by leading the class in timed circuits on our equipment. This

We even got out principal, Mrs. Lance Dempsey, to come down and participate in a circuit workout. We did a combination of a calisthenic circuit and then a circuit on the machines. The students really enjoyed

Sean Gallagher has been teaching Health and Physical Education for 15 years. He has been teaching at Northwest High School for the last 14 years. Recently, he has become addicted to obstacle and mud runs.

Track Workout Example

Students repeated as many rounds as possible during class.

Beast Mode

- Run 1 lap
- 5 burpees
- 5 bodyweight squats
- 5 push ups
- 5 crunches

Above Average

- Run 1/2 lap
- 5 burpees
- 5 bodyweight squats
- Run 1/2 lap
- 5 push ups
- 5 crunches

Average

- Run 1/4 lap
- 5 burpees
- Run 1/4 lap
- 5 bodyweight squats
- Run 1/4 lap
- 5 push ups
- Run 1/4 lap
- 5 crunches

SHAPE America Launches New Website



The Society of Health and Physical Educators, formerly known as AAHPERD, released its new streamlined website at www.SHAPEAmerica.org. For additional information about the new website, please review the SHAPE America Press Release at http://www.shapeamerica.org/pressroom/2014/shapeamerica_websitelaunch.cfm.

Student Engagement in Archery



Brian Baker is currently a candidate for achieving National Board Certification by the National Board for Professional Teaching Standards.

Archery is a great individual activity that I try to teach every year at Takoma Park Middle School. I love teaching archery because many students lack prior knowledge and experience with the sport, unlike other mainstream team sports in many middle school physical education programs. Although students are not as physically active as compared to other sports, they are certainly mentally engaged!

During the archery unit, it is important to create a collaborative, safe environment in which students support one another. Because archery is a new sport for the majority of students, a strong support system will help them be successful and enjoy the unit. For safety reasons, the archery unit takes place in the main gym and not all students are able to shoot at the same time. To promote student engagement, students create their own archery groups and design an archery club name that is used throughout the unit. Some clever club names include "Purple Penguins" and "Steve." A typical club consists of 3-5 students depending on the overall class size. The club members take turns shooting, on my command, while the other team members are responsible for critiquing their form and collecting data. Timely, consistent feedback is a necessity for new archers; therefore, club members provide critical feedback using the 10 Step Archery Rubric located in their club folder.

It may take some time for all of the students to shoot in a safe and controlled manner. However, that does not mean that students are sitting idle and bored for the entire period. Over the years, I have found that this unit provides great opportunities to mix in math, science, and history to increase student engagement. First, each group is responsible for collecting their team data

similar to a science experiment. Each day, the club members receive a new score sheet and are able to refer to the score sheets from the previous classes, which are kept in their club folder. We compare the archery data collection to a science expo project in which data is collected over a period of time. Validity is important, so the shooters have to maintain the same order each day. If a club member is absent, that team uses the slot as a practice round and no data is collected. The students shoot four arrows per round and complete three rounds per class. Shooting four consecutive arrows in each round allows the students to make subtle adjustments for increasing their accuracy. The teams record the data for each member on score cards after their round is complete. Finally, the students are able to analyze the data and compare it with the data from previous classes and visually see their progress.

The math portion is simple addition; however, we have to figure out which club had the highest percentage of shots that hit the target. The team with the highest percentage of arrows hitting the target, for one particular class, is recognized as the "Hall of Fame Group." For example, some students may not realize that $25/48$ is a lower percentage than $22/36$. Their club score card is posted alongside the other Hall of Fame



Groups from other classes and previous classes. A team is required to have at least half of their club members present in order to qualify for the Hall of Fame.

Although we do not use the Olympic rules and scoring system for archery, the students learn to appreciate the skill level required to compete in a modern day archery competition. Our students shoot at a distance of 18 feet from the standard size archery target with black, blue, red, and yellow rings. Also, the students are only required to hit the target, in any location, to receive a point.



It's great to see and hear the students analyze their data and reflect on the positive growth that has occurred over the course of the three week archery unit. The students also demonstrate critical thinking as they review the data sheets and identify variables that may have had a positive, negative, or neutral effect on their data. As a result, students really enjoy the archery unit and their levels of engagement are increased through their physical performance, data analysis, and collaboration with their peers.

—Brian Baker

Brian Baker has been teaching Health and Physical Education for eight years. He has spent his entire career at Takoma Park Middle School.

The First Aid Course at Northwest High School

The value of saving a life is immeasurable, and Northwest High School is one of the only schools to offer this through the elective First Aid course, a half-credit Health Education course resulting in American Red Cross certification in First Aid, Cardio-pulmonary Resuscitation (CPR), and Automated External Defibrillator (AED).

This course has many components and encompasses a wide variety of assessments to ensure the students have obtained all objectives. Students learn how to perform CPR on adults, children, and infants. Students also learn about the AED device, its uses, and how it can further increase one's chances of survival. Students gain both practical and technical knowledge about basic First Aid skills that must be demon-

strated on how to apply a splint, sling and binder, and bandaging.

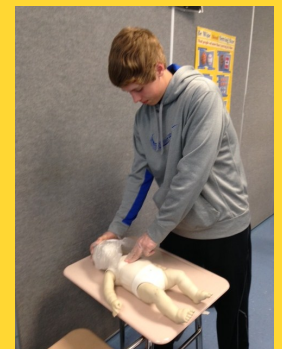
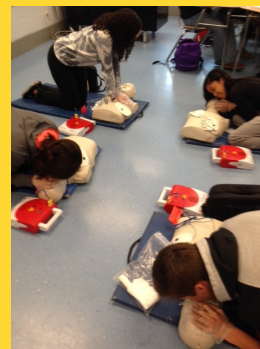
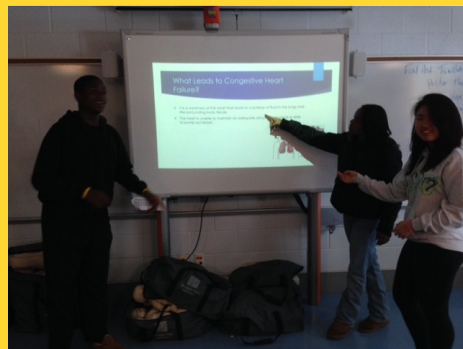
This course has been offered since the spring of 2011, starting out with two sections and has grown to an average of six sections each year. During this time period, Northwest High School has proudly certified well over 450 students. Along with practical hands on testing using mannequins, the students are also required to take several written tests to be certified by the American Red Cross for a two year cycle. After the two years has expired, students can choose to take a refresher course to stay current.

The variety of guest speakers, project-based learning, and collaboration has

helped make the American Red Cross First Aid class a valuable lifelong educational experience for students.

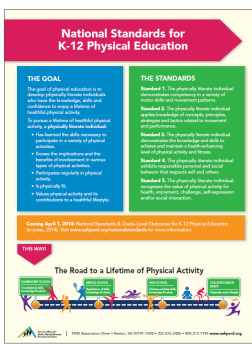
—Mark Maradei

Mark Maradei has been teaching in MCPS for 14 years. He currently teaches Health Education, Physical Education, and the American Red Cross First Aid course at Northwest High School. You can follow Mark on Twitter @NWHealthnFA.



Check out these FREE resources from SHAPE America!

Click on each image to access the resource.



This flyer provides updated information related to the goal of physical education, the new national standards, and a road to lifetime physical activity.



Are you looking for ways to implement technology to support movement analysis and enhance feedback? Check out this article from the Journal of Physical Education, Recreation, and Dance!



This article from the Journal of Physical Education, Recreation, and Dance explains the latest information related to fitness education and fitness assessment.

Grant Opportunities



Click on each image to access the website.

“My school was starting a new Dance class and we were in need of instructional materials. I entered my Dance class in the *Adopt A Classroom* program and received money from JCPenney. I was able to purchase four sets of speakers for the students to hook up to their electronics and work in small groups. *Adopt A Classroom* partners donors with teachers so you can have funds to purchase critical resources and materials for your classroom. By registering, your classroom will be posted on the *AdoptAClassroom.org* website available for donors to select. When adopted, you will have full discretion to purchase items that meet your unique classroom needs.” —Jean Nodine



2014 MAHPERD Convention Presenter Proposals Due



The 2014 MAHPERD Convention will take place on Friday, October 17 at the Wyndham Hunt Valley Inn in Hunt Valley, Maryland. Presenter spots are filling up fast! If you are interested in presenting at the 2014 MAHPERD Convention, please submit a proposal form by clicking on the following link: <http://www.mahperd.org/docs//2014/1.16%202014%20Revised%20session%20proposal.doc>

2014 MAHPERD Award Nominations Due

Each year, MAHPERD presents outstanding Health and Physical Educators with various awards at the annual conference. If you would like to learn more about each of the awards and submit a nomination, please click on the following link: [http://www.mahperd.org/docs//awards/2013MemberNomination%20forMAHPERDAWARDS\[1\].doc](http://www.mahperd.org/docs//awards/2013MemberNomination%20forMAHPERDAWARDS[1].doc)

NCPEID Annual Conference: July 17-19

The National Consortium for Physical Education for Individuals with Disabilities (NCPEID) is currently the only nationally-recognized organization advocating for the rights of children with disabilities in the Physical Education setting. The mission is to promote research, professional preparation, service delivery, and advocacy. With reauthorization of the Individuals with Disabilities Education Act on the horizon, it is a prime time to become a member. For additional conference or organization information, contact Brad Weiner, Vice President, at Brad_Weiner@mcpsmd.org.

—Brad Weiner

2014 NCPEID Annual Conference

When: July 17-19, 2014

Where: Crowne Plaza at Tysons Corner-McLean

Use the following link to submit a presentation proposal for the 2014 NCPEID Annual Conference: <http://tinyurl.com/NCPEID2014Call>

New users, use the following link to register for the 2014 NCPEID Annual Conference:
<http://ncpeid.org/index.php/component/comprofiler/registers>

Current members, use the following link to log and then register for the NCPEID Annual Conference: <http://ncpeid.org/index.php/component/users/?view=login>

Reserve a hotel room at the Crowne Plaza or call (877) 865-1877
<http://tinyurl.com/NCPEIDhotel2014>

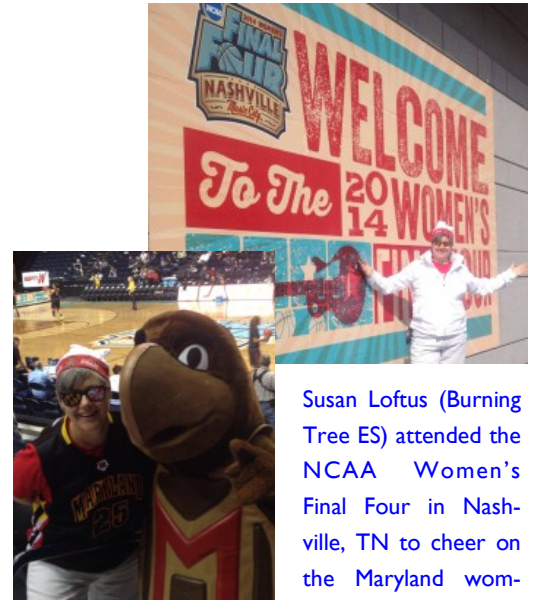


SNAPSHOTS

Thank you to all of the teachers who contributed outstanding pictures of events, lessons, and resources that enhance health and physical education programs! Please send us your pictures and they will appear in the next newsletter.



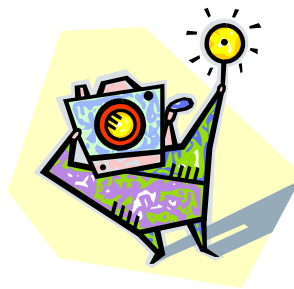
Right and Above: At Briggs Chaney MS (BCMS), students wrestle with safety modifications in the annual BCMS Wrestling Tournament. Staff and students join in on the fun by cheering on and supporting students throughout the tournament.



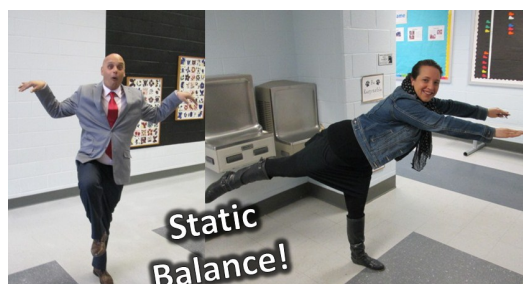
Susan Loftus (Burning Tree ES) attended the NCAA Women's Final Four in Nashville, TN to cheer on the Maryland women's basketball team.



Joe Ramienski (Highland ES) hosted a Parkour assembly with the American Parkour Academy in which students learned about and engaged in Parkour-style activities.



Above: Westland MS students in Monika Choinska-Powell's Grade 6 Health Education class made safety and injury bookmarks for New Hampshire Estates ES students in Barbara Worley's class.



Left: Harmony Hills ES students mirrored images of staff members performing static balances during Kyle Finke's educational gymnastics unit.

SNAPSHOTS

(Continued)



Left and Above: At Eastern MS, engaging visuals enhance student learning of various movements and tactical strategies.



Above: Tim Francis (Rock Terrace School) implements an "Ex-fest" in his physical education program in which students complete an exercise circuit consisting of various exercises.

Right: As a reward for doubling their school goal and raising over \$5,000 for Jump Rope for Heart, McAuliffe ES students duct taped Physical Education teacher, Tim O'Connor, to the wall.



Left and Above: Bannockburn ES students raised over \$21,000 for the American Heart Association as part of the Jump Rope for Heart fundraiser in Eileen Verderosa's Physical Education classes.



Above: Springbrook HS offered their first annual Powderpuff Football Game in the Fall of 2013. The ninth-grade team poses for a photo before the game with coach and Physical Education teacher, Melissa Seesz.



SNAPSHOTS

(Continued)



Above: For National Parks Week, Chris Jansson (Cedar Grove ES) conducts “Jansson’s Park” to provide opportunities for students to engage in park activities and learn about the different parks in their area.



Left and Above: George Svejda (Sargent Shriver ES) designed a collaborative planning session with other physical educators in which a gymnastics coach provided strategies for weight transfer instruction.



Above: Amanda Williams (Fairland ES) and Teresa Briscuso (Brooke Grove ES) promote student engagement and goal setting with these throwing and catching posters. Students sign their names on the posters after completing each level of the “7-Up Club.”



Above and Right: Elementary physical educators engaged in professional learning opportunities at the Montgomery TennisPlex on January 9 with sessions led by Kristina Reeves (Matsunaga ES) and Brad Weiner (Broad Acres ES and Rolling Terrace ES).



Above: Looking for some fun and physical activity on Memorial Day? Consider taking part in Jeremy’s Run to raise money for drug awareness and prevention.

MCRRC: A Place for Every Pace!

We are the lucky ones! We need to look no further than our backyards to find one of the largest running clubs in the nation, the Montgomery County Road Runners Club (MCRRC). MCRRC has thousands of members of all different ages and paces, training groups for almost every distance every season, and free races year-round for members. Joining MCRRC as a Health and Physical Education department is a great way to have fun, get in shape, spend time together outside of school, and be positive, healthy role models for our students. Please encourage your staff, students, and parents to join MCRRC and be active participants in club events either as runners or volunteers. Upcoming training programs this spring include: First Time Marathon Program (FTM), 8K Program, Beginning Women Runners, and the Spring Intro to Trails Program. Starting in April, MCRRC has weekly track workouts for runners of all fitness levels each Wednesday night at 7:00 p.m. at Montgomery Blair High School. Spring is a great time to sign up for a MCRRC membership or simply to register for an upcoming race.

For more information about joining MCRRC, please visit www.mcrcc.org. Hope to see you all on the trails/roads!

—Jeff Mehr



Upcoming Races

- May 10 - Kids on the Run
- May 11 - Run Aware 5K
- May 17 - Germantown 5 Miler
- May 26 - Memorial 4 Mile



MAHPERD Summer Institutes

Three summer institutes are now being planned to be held the week of June 23-27 at sites central to Maryland. All sessions will be FREE to MAHPERD members and will cost only \$20.00 for non-members. Join MAHPERD to take advantage of these sessions at no cost. Additional information about these sessions (location, content, times, etc.) will be distributed once this information is received.



Upcoming Adapted Physical Education Training

OASIS/Special Services (O/SS) Access Training for Physical Education Teachers new to O/SS

PDO Course Number: 53947

Date & Time: May 22, 3:30-5:00 p.m.

Location: Center for Technology Innovation

Contributors Needed

We are very thankful to all of those who contributed to this newsletter. Without you, the creation and distribution of this newsletter would not be possible. We are seeking additional contributors to share your knowledge, perspectives, and expertise with health education and physical education. If you are interested in contributing to the next newsletter, please let us know.

Thank you!

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