

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Carol M. White Physical Education Program Application Package

CFDA # 84.215F

PR/Award # S215F130111

Grants.gov Tracking#: GRANT11378471

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/11/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

B. APPLICANT INFORMATION:

* a. Legal Name:

Beresford School District 61-2

* b. Employer/Taxpayer Identification Number (EIN/TIN):

46-6002216

* c. Organizational DUNS:

1935167880000

d. Address:

* Street1:

301 W. Maple St.

Street2:

* City:

Beresford

County/Parish:

* State:

SD: South Dakota

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

57004-1796

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Brian

Middle Name:

* Last Name:

Field

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

605-763-4293

Fax Number:

* Email:

brian.field@k12.sd.us

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

*** Title:**

Office of Elementary and Secondary Education (OESE); Carol M. White Physical Education Program
CFDA Number 84.215F

13. Competition Identification Number:

84-215F2013-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Watchdogs and Wellness: Building on Success

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Jared Olson	* TITLE Superintendent
* APPLICANT ORGANIZATION Beresford School District 61-2	* DATE SUBMITTED 04/11/2013

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="n/a"/>	7. * Federal Program Name/Description: <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

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PR/Award # S215F130111

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

BERESFORD SCHOOL DISTRICT GEPA STATEMENT

The Beresford School District will make all assurances that the Carol M. White PEP Grant application will comply with all provisions of the Department of Educations' General Education Provision Act, Section 427. Beresford School District ensures equitable access to and participation in all of its programs, including those assisted by Federal Funds, through a series of School Board Policies and related Administrative Regulations. The pertinent policies may be accessed via the District website at: <http://www.beresford.k12.sd.us> where links and regulations are on the homepage.

Policy AC-P2: Nondiscrimination

Policy JB: Equal Educational Opportunities

Policy JF: Students Rights and Responsibilities

For the 2013 PEP grant application, allowing access to physical education activities to students with disabilities were addressed by including a special education teacher to serve on the Professional Development Training Team. The Special Education teachers, in addition to making budget recommendations for equipment that provides accommodations, will attend professional development training with Physical and Health Education staff, to then provide district wide training for other teachers working with students with disabilities.

In addition, handicapped accessible equipment was included:

1. For outdoor education
2. Fitness equipment and strength training machines
3. Cardiovascular fitness activities and heart rate monitoring

Students with identified learning disabilities receive Special Education Services delineated with their Individual Education Plans, under which access to instruction by teachers who have participated in staff development activities are available under the PEP Grant project will be provided.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Beresford School District 61-2

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

WATCHDOGS AND WELLNESS: BUILDING ON SUCCESS

ABSTRACT

Beresford School District (BSD) is located in Beresford, SD. BSD pleased to serve 630 students in the Beresford community and rural areas. BSD has a strong tradition as a progressive district and community where a commitment to quality exists. BSD has a rich history of high academic achievement, strong co-curricular programs, and community support for education.

In 2013, a team of professionals (PEP Team) from BSD conducted a comprehensive review of physical education (PE) and nutrition education (NE) programming. The team compiled data from the School Health Index (SHI). Utilizing this data and discussion, the team developed the **“Watchdogs and Wellness: Building on Success”** initiative. This review will be enhanced with data from grades K-12 HECAT and K-12 PECAT in Year 1. Primary weaknesses in meeting State Content Standards 1, 2, and 3 were identified.

The target population for the program is all students K-12 (approx. 654) within BSD and approx. another 200 youth from surrounding communities. BSD maintains 3 attendance centers (1 elementary, 1 middle, and 1 high school). The Parks, Recreation, Community Education (PRCE) program has one primary attendance center. The racial makeup of the anticipated participants is 98.90% white, 0.55% Native American, 0.30% Asian, 0.05% from other races, and 0.20% from two or more races. Twenty-three percent of students qualify for free-reduced lunch.

A year-by-year analysis shows that in a typical year 100 youth take part in PRCE and Legends of Gold (LOG) after-school and 250 youth take part in PRCE and LOG summer programming. Approximately, 630 students participate in BSD PE classes. Our target population is both male and female participants/students of all ethnicities and includes students of all physical, emotional, and developmental needs.

With the limited resources of the community/school district, we have found it difficult if not near impossible to start a project for high quality health-related PE like Watchdogs and Wellness at this magnitude without the assistance of a Carol M. White Physical Education Progress grant.

Based on these weaknesses we have developed six program goals that center around meeting state content standards, improving student fitness, allowing students to analyze their personal fitness, develop partnerships, creating evaluations and assessments, and student developing competency in a wide-variety of movements and activities.

We understand that a program of this magnitude cannot be implemented without partnerships. We are partnering with Legends of Gold; Beresford Parks, Recreation, and Community Education; Union County Community Health Services; Lunchtime Solutions; and the Alliance for Healthier Generations to maximize our resources.

With funding from this grant and the implementation of the outlined course of action, we will have the ability to overcome these obstacles and meet the needs of our student population. With the benefits from a grant like this, school will provide an opportunity our students to improve their overall health and activity levels.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

NEED FOR THE PROJECT: Beresford School District (BSD) is located in Beresford, SD.

BSD pleased to serve 630 students in the Beresford community and rural areas. BSD has a strong tradition as a progressive district and community where a commitment to quality exists. BSD has a rich history of high academic achievement, strong co-curricular programs, and community support for education.

BSD has been very frugal in their spending and has continually remained well below the state average per child. The most recent data from 2011-12 indicates the BSD spent \$7,035 per student while the state average was \$8,065 per student...a difference of \$1,030 per student. These numbers place the BSD in state spending per child at 133rd out of 152 school districts. Only 19 districts statewide spent less per student than Beresford.

BSD students took a nutrition and physical activity based survey (2013) on several questions from Youth Risk Behavior Survey (YRBS). The survey reported that among BSD students:

Level	Do not participate in physical activity 20 minutes or more 5 days/week	Do not eat 5 or more servings of fruit and vegetables/day
Middle School	15.4% of students	54.5% of students
High School	31% of students	63.7% of students

In 2013, a team of professionals (PEP Team) from BSD conducted a comprehensive review of physical education (PE) and nutrition education (NE) programming. The team compiled data from the School Health Index (SHI) (**Req. 1**). Utilizing this data and discussion, the team developed the **“Watchdogs and Wellness: Building on Success”** initiative. This review will be enhanced with data from grades K-12 HECAT (**Req. 5**) and K-12 PECAT in Year 1. Primary weaknesses in meeting State Content Standards 1, 2, and 3 were identified.

Specific state standards and gaps and weaknesses related to each

SD PE Content Standard	Specific Gap and Why Limiting	Weakness Causing Gap	How Project Addresses Gap
<p><i>Standard 1:</i> Students will develop competency in all fundamental movement and proficiency in some movement skills</p>	<p><i>Specific Gap:</i> PE students develop competency in some fundamental movement skills and proficiency in others <u>but do not</u> become competent in all fundamental movement skills and definitely <u>do not</u> become proficient in a large number of more advanced movement skills <i>Why Limiting:</i> Our students do not develop motor skills in a wide-variety of activities (over-focus on team sports) which limits ability to combine motor skills in an efficient manner to enhance movement and physical performance in performing life-time fitness activities.</p>	<ul style="list-style-type: none"> • PE staff not provided with professional development (PD) to implement instruction in a wide-variety of motor skills; especially motor skills not specific to large group sport based activities. • PE staff lack equipment to provide instruction in a wide-variety of motor skills/activities. Current equipment is team-sport based – lack equipment for individual skill base • Physical activity is not integrated in traditional classroom teaching. • The current PE curriculum is not research based nor consistent across buildings. 	<ul style="list-style-type: none"> • BSD will update the SPARK PE Curriculum in Grades K-12 & After-School programming (Absolute Priority) • PE and After-School staff will receive PD on the SPARK PE curriculum (Inv. Priority 5). • Equipment will be purchased to allow for instruction and learning in PE, After-School, and Summer programming in a wider variety of movement skills aligned with the initiative (Req. 6).
<p><i>Standard 2:</i> Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance</p>	<p><i>Specific Gaps:</i> Students <u>do not</u> receive adequate individualized data and feedback to allow them to analyze, evaluate, and enhance their individual health, fitness, and performance levels <i>Why Gap is Limiting:</i> The lack of adequate individualized data and feedback limits our students’ ability to set personal goals, develop personalized fitness plans, and assess their current level of fitness. Additionally, the lack of data and feedback students cannot evaluate personal skill performance or determine methods for improvement.</p>	<ul style="list-style-type: none"> • PE staff not provided with support in PD to create an environment and lesson plan design to provide individualized student data and feedback. • PE staff/students lack appropriate equipment to provide individualized student data and feedback such as: HR monitors, pedometers, and fitness assessment software. 	<ul style="list-style-type: none"> • PE and After-School staff will receive PD on SPARK, Physical Best, and PYFP components to support the integration of individualized data and feedback for students (Inv. Priority 5). • The project includes the purchase of HR monitors, activity monitors, pedometers, and assessment software to provide individualized student data and be aligned with the initiative (Req. 6). Staff will receive PD on these technologies (Inv. Priority 5).

<p><i>Standard 3:</i> Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness</p>	<p><i>Specific Gaps:</i> Students <u>do not</u> receive recommended minutes of daily PE and end up waiting several minutes for a turn <u>limiting</u> their time engaged in moderate to vigorous physical activity <i>Why Gap is Limiting:</i> Research on overweight and obesity rates clearly demonstrate that youth not meeting recommended daily amounts of physical activity are 3-8 times greater to suffer from overweight and obesity issues. Additional research shows that students who are not actively engaged in physical activity and have to spend large amounts of time waiting lack the desire to repeat an activity or to recommend an activity to other youth.</p>	<ul style="list-style-type: none"> • Activities are limited to primarily team sport based activities that have large numbers of participants and large wait times. • PE curriculum lacks a research-based curriculum to guide lesson planning and maximization of participant time. • District wide PE contact minutes do not meet NASPE/CDC recommended levels • PE programming lacks partnerships to provide additional facilities, staffing, and support to increase participant physical activity offerings. 	<ul style="list-style-type: none"> • The project will implement physical activity a minimum of once a week in traditional elementary and middle/high school classrooms (Inv. Priority 3). • The project will enhance physical activity in after-school and summer programming through increased offerings and additional equipment. • The purchase of fitness equipment and life-time activity equipment will allow for shorter waiting times for equipment allowing for an increase in time spent in activity and will be aligned with the proposed initiative (Req. 6) (Inv. Priority 3). This equipment will also be integrated in after-school and summer programming. • SPARK PE curriculum and Physical Best lessons are designed to maximize student time spent in physical activity decreasing our PE student percentage of time being idle (Absolute Priority) (Req. 2).
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a. **Self-Assessments SHI:** Areas of concern that will be addressed were identified through the SHI (**Req. 1**). Addressing these areas will make a impact on the quality of PE and NE on student achievement. Analysis showed that although our curriculum is sequential, connected, and research-based it is not fully implemented throughout the program. The program does not yet provide students with the activity levels required for a health-enhanced level of fitness. Elem/MS/HS levels are not offering PE minutes/week to meet NASPE/CDC recommendations.

Participating School in PEP Program	Current Contact Hours	NASPE/CDC Recommended Contact Time	Positive or Negative Comparison
K-4	60 minutes/week	150 minutes per week	<i>*Negative 90 minutes/week</i>
Grade 5	90 minutes/week	150 minutes per week	<i>*Negative 60 minutes/week</i>
Middle School	150 minutes/week	225 minutes per week	<i>*Negative 75 minutes/week</i>
High School	1 required semester in high school career – 50 minutes/day –optional all other semesters	225 minutes per week for entire school year	<i>**Positive 25 minutes during required semester and if elective PE courses are chosen</i> <i>**Negative 225 minutes for semesters without PE</i>

We do not deliver an adequate individualized student health and fitness plan. Students are missing out on the opportunity to connect knowledge from PE classes with the practical application of the content. Students need the ability to create individualized student health and fitness plans to help them improve current fitness and activity levels (**Stand 3**). However, as a district, our SHI scores have improved since first completing the SHI in 2010. We are moving in the right direction.

School Health Index (SHI) Results	Module 1: School Health Policies and Environment	Module 2: Health Education	Module 3: Physical Education and Other Physical Activity Programs	Module 4: Nutrition Services
BSD 2010	66%	61%	64%	60%
BSD 2012	77%	69%	72%	73%

SHI Scorecard and Plan for Improvement are included in the Appendix section.

Target Population: The target population for the program is all students K-12 (approx. 654) within BSD and approx. another 200 youth from surrounding communities. BSD maintains 3 attendance centers (1 elementary, 1 middle, and 1 high school). The Parks, Recreation,

Community Education (PRCE) program has one primary attendance center. The racial makeup of the anticipated participants is 98.90% white, 0.55% Native American, 0.30% Asian, 0.05% from other races, and 0.20% from two or more races. Twenty-three percent of students qualify for free-reduced lunch.

A year-by-year analysis shows that in a typical year 100 youth take part in PRCE and Legends of Gold (LOG) after-school and 250 youth take part in PRCE and LOG summer programming. Approximately, 630 students participate in BSD PE classes. Our target population is both male and female participants/students of all ethnicities and includes students of all physical, emotional, and developmental needs. Current PE minutes data is provided on page 4.

BSD has completed BMI testing at the elementary, middle, and high school levels.

Level	Underweight	Healthy Weight	Overweight	Obese
Elementary School	4.5%	59.1	25.3%	11.1%
Middle School	5.5%	55.5	27%	12%
High School	3.2%	54	29%	13.8%

SIGNIFICANCE: In 2008 BSD completed a comprehensive review of its PE and NE programming using the SHI/PECAT/HECAT and developed a 5-year long range plan to improve the health, wellness, and opportunities for our students. This plan culminated in the development of the *Watchdogs and Wellness: A Healthy Tomorrow (Req. 4)* program. This program started the process of updating the student fitness center, beginning integration of the SPARK PE curriculum and introducing the basic uses of HR monitors and pedometers. The program was enhanced in 2009 with a No Child Left Inside Grant and an ING Unsung Heroes Grant. In 2011 the program expanded to include after-school and summer programming with the inception of *Watchdogs and Wellness: Watchdogs of the Future (Req. 4)* program. Since 2008 our longitudinal data has shown that in the four years of the Watchdogs and Wellness initiative, we have reduced the youth overweight rate by 8% and the obesity rate by 15%. However we are not

satisfied with these gains. In 2013, BSD completed the SHI again to re-evaluate the Watchdogs and Wellness Program. This review has led to the creation of the Watchdogs and Wellness: Building on Success program. BSD along with partners (pages 14-16), are excited about Building on Success. The overall aim is to provide comprehensive PE and NE programs (**Absolute Priority**) that work in conjunction with our District Wellness Policy (**Req. 3**) and community initiatives (**Req. 4**) leading to significant changes in teaching, learning, physical fitness levels, and lifelong attitudes of students, (**Absolute Priority**). Building on Success will support and connect with the current Watchdogs and Wellness efforts described above. Building Upon Success will work with the SD Coordinated School Program to develop a SD Walk-n-Roll program (**ongoing initiative –Req 4**) within the community and school district. The Walk-n-Roll program focuses not only on kids walking/biking to school, but also walking while they are at school. This can take on many different forms, such as walking during recess or before and after the school day. Additionally, BSD will partner with Alliance for Healthier Generations (AHG) to update the District Wellness Policy and integrate physical activity in the classroom setting.

Correlation of goals, objectives, and measurable outcomes to self-assessments Through summary and interpretation of results from SHI (**Req. 1**) and partner discussions (**Comp. Priority 2**), we have held several meetings to develop project goals to work on identified weakness.

Weaknesses	Goal, Objective, Measurable Outcomes
Low minutes in high levels of physical activity	Goal 1, Obj. C all outcomes; Goal 2, Obj. B all outcomes; Goal 5 all objectives and outcomes
Lack of nutrition education integration	Goal 1, Obj A & B all outcomes; Goal 2, Obj. C all outcomes; Goal 4 Obj. B & C all outcomes
Lack of PE technology	Goal 3 Obj. B all outcomes; Goal 4 Obj. A all outcomes; Goal 5 Obj C all outcomes
Lack of assessment and evaluation	Goal 1, Obj. A and C all outcomes; Goal 2 Obj. B all outcomes; Goal 4 all objectives and outcomes
Lack of equipment	Goal 1 Obj C all outcomes; Goal 2, Obj. B all outcomes; Goal 4 Obj. A all outcomes; Goal 5 Obj. C all outcomes
Lack of community partnerships	Goal 4 Obj. C all outcomes; Goal 6 all objectives and outcomes
Lack of staff PD	Goal 1, Obj. D all outcomes; Goal 3 all objectives and outcomes; Goal 4 Obj. C all outcomes

Specifically, our plan of action contains the following six goals:

Goal	Objectives and Measurable Outcome	Objectives and Measurable Outcome	Objectives and Measurable Outcomes	Objectives and Measurable Outcomes
<i>Goal 1:</i> To offer a sequential, content standard based, and research-based cohesive PE and NE K-12 Curriculum to 100% of students	<i>Objective A:</i> Teachers will implement the <i>SPARK Nutrition</i> in Health grades 6-8. (Absolute Priority) <i>Outcome 1:</i> 100% of Health teachers will implement nutrition components throughout the Health curriculum in Year 2 & 3	<i>Objective B:</i> Teachers will implement SD Team Nutrition components in Health grades 6-8. Absolute Priority <i>Outcome 1:</i> 100% of Health teachers will implement Team Nutrition components throughout the Health curriculum in Year 1 and continue in Years 2-3	<i>Objective C:</i> Teachers & After-School staff will implement the SPARK curriculum throughout K-12 and after-school programming (Absolute Priority) <i>Outcome 1:</i> 100% of PE teachers and After-School staff will implement SPARK curriculum components at least twice per week in Year 2 & 3	<i>Objective D:</i> Teachers will implement strategies to meet the needs of all students. (Inv. Priority 1) <i>Outcome 1:</i> 100% of teachers each year will attend PD sessions regarding adaptive PE strategies. <i>Outcome 2:</i> 80% of teachers in Year 1 will include adaptive strategies in their daily lesson plans and instruction; 100% of teachers in Year 2 & 3

<p><i>Goal 2:</i> To increase student achievement of South Dakota PE Standards</p>	<p><i>Objective A:</i> Students will increase daily physical activity. Stand. 3 <i>Outcome 1:</i> The % of students achieving CDC/NASPE recommended amounts of MVPA will increase annually. 5% increase from baseline data in Year 1; 10% increase Year 1 to Year 2; 5% increase from Year 2 & 3 <i>Outcome 2:</i> The % of students obtaining a minimum of 60 minutes of daily physical activity will increase annually. 10% increase from baseline data in Year 1; 10% increase in Year 2; 10% increase Year 3 (GPRA 1)</p>	<p><i>Objective B:</i> Students will have opportunities to become proficient in a variety of new forms of movement and learn new skills. Stand. 1 <i>Outcome 1:</i> Teachers will teach an increased number of physical activities to students at each level (elementary, middle, and high school) during PE; 20% increase in the number of physical activities taught at each level from baseline data in Year 1, and 10% increases in Years 2 and 3.</p>	<p><i>Objective C:</i> Student will understand the link between nutrition and overall health. <i>Outcome 1:</i> 10% increase per year of the project period in the number of students consuming a minimum of two fruits and a minimum of three vegetables daily. (GPRA 3)</p>
<p><i>Goal 3:</i> To increase staff capacity to implement all new curriculum components.</p>	<p><i>Objective A:</i> PE teachers will increase knowledge of effective practices and current trends. <i>Outcome 1:</i> 100% of teachers will attend all on-site PD session and training on practices and trends each year <i>Outcome 2:</i> 30% of teachers will attend all off-site PD sessions and training on practices and trends each year</p>	<p><i>Objective B:</i> PE teachers will increase knowledge of the effective implementation of PE technology components. <i>Outcome 1:</i> 100% of teachers will attend all on-site PD sessions and training on technology integration each year. <i>Outcome 2:</i> 30% of teachers will attend all off-site PD sessions and training on technology integration each year.</p>	<p><i>Objective C:</i> Classroom teachers will increase knowledge on the effective implementation of physical activity based activities in their traditional classroom based lesson plans. <i>Outcome 1:</i> 50% of classroom teachers will attend on-site PD sessions and training on physical activity integration each year.</p>
<p><i>Goal 4:</i> To implement ongoing evaluation and assessment system of PE program and projects</p>	<p><i>Objective A:</i> To implement PYFP assessments into grades 3-12 PE programming. <i>Outcome 1:</i> 100% of 3-12th PE teachers will integrate all 6 PYFP assessments by the end of Year 1; 100% continued use in Years 2 and 3 (GPRA 2)</p>	<p><i>Objective B:</i> To complete and the retake SHI, PECAT, and HECAT analysis tools for program evaluation. Req 1&5 <i>Outcome 1:</i> PECAT and HECAT will be completed by March of Year 1. <i>Outcome 2:</i> SHI, PECAT, and HECAT will be re-completed by March of Year 3.</p>	

<p><i>Goal 5:</i> To increase student levels of physical fitness</p>	<p><i>Objective A:</i> Students will assess their fitness levels and exercise in HFZs. Stand. 2 <i>Outcome 1:</i> The % of K-12 student achieving age appropriate fitness levels will increase; students achieving PYFP HFZs will increase by 5% from baseline in Year 1 and 10% increases in Years 2 and 3 in grade levels that have a current level of 80% or lower (GPRA 2).</p>	<p><i>Objective B:</i> Student will increase fitness levels. Stand. 3 <i>Outcome 1:</i> 10% increase per year from baseline data in the amount of students grades 6-12 demonstrating cardiovascular fitness utilizing the 20m shuttle run (GRPA 2)</p>	<p><i>Objective C:</i> Students will develop personal fitness goals. Stand. 2 <i>Outcome 1:</i> Students will set at least three personal fitness goals that will guide their physical activity and nutrition improvements during the year to decrease overweight and obesity among our students utilizing HR monitors, pedometers and fitness assessments; 100% of students in Years 1, 2, and 3 will devise personal fitness goals each semester.</p>
<p><i>Goal 6:</i> To develop a community-wide shared mission for lifelong health/physical activity</p>	<p><i>Objective A:</i> Project leadership will examine and revise environmental strategies that affect our students' ability to increase physical activity and nutritional levels. <i>Outcome 1:</i> Project Leadership Team (described in Management Section) in Year 1 will establish procedures and guidelines for connecting parents with Community Partners who provide various intervention services. Year 2 and Year 3 the Project Leadership Team will integrate Community Partner intervention services.</p>	<p><i>Objective B:</i> To develop and expand long-term partnerships with Legends of Gold, the City of Beresford, Lunchtime Solutions, PRCE and the Union County Health Center. Comp. Pref. 2 <i>Outcome 1:</i> A committee will be formed with representatives from all six organizations and meet a minimum of 3-times in Year 1; Year 2 will see an adopted strategy in place for long-term partnerships that will continue in Year 3</p>	

Basis for Project Goals and Plan for Project Implementation to Meet Stated Goals

Goal 1: To offer a sequential, content standard based, and research-based cohesive PE and NE K-12 and After-School Curriculum to 100% of students: We will develop, expand, and improve our PE and After-School programs in instruction of healthy eating habits and good nutrition by integration (**Req 2**) of USDA/SD Team Nutrition (statewide initiative aligned to SD PE Standards) components a min. of once a week in MS PE and health education courses. Team Nutrition is an integrated, behavior-based, comprehensive plan for promoting nutritional health in the nation's school children. The SD DOE administers the program through Child and Adult Nutrition Services (CANS). In Dec. 2013 or Jan. 2014 (yet to be scheduled) the lead teachers (see management plan) will take part in a Team Nutrition workshop and then hold on-site PD sessions (March, 2014) for the rest of the staff. Implementation will take place in April, 2014.

Additionally, we will update integration of SPARK PE (aligned to SD Content Standards), After-School, and Nutrition (aligned to SD Content Standards) content and research-based curriculums (**Req. 2**)(pages 13,14,16). The updated curriculum materials will be purchased in the Winter of Year 1 to allow for limited implementation. Specific PD on both programs will be received on-site during July, 2014 for full implementation in August, 2014.

An Adaptive PE Specialist will provide PD to all PE staff on the inclusion of all students (**Inv. Priority 1**), specifically students with special needs, into all aspects of the PE curriculum. This will include general activities, lessons, and units; along with, specific integrations for SPARK PE, After-School, and SPARK Nutrition. This PD will take place Summer of Year 1.

Goal 2: To increase student achievement of SD PE Standards: PE courses will incorporate PE technology regularly to allow students of all ages and abilities (**Inv. Priority 1**) to understand current fitness status (Stand. 1 and 2), analyze (Stand. 2), and evaluate (Stand. 2) their current

status, develop goals for personalized improvement (Stand. 2 and 3), and over time evaluate the success in meeting those goals (Stand. 2). PE equipment will be purchased to provide a greater range of lessons, activities, and units in PE (**Absolute Priority**) (along with PD) to allow students to experience a wide-variety of activities and competency in all fundamental movement and proficiency in some movement skills (Stand 1). Additionally, components of Goals 1, 3, 4, 5, and 6 also work to help students meet SD PE Content Standards 1, 2, 3.

Goal 3: To increase staff capacity to implement all new curriculum components: PD is a key component of the project. Quality PD is necessary for implementation of all project components and specifically needed to allow our teachers, staff and students to successfully meet SD Content Standards. PD is specifically delineated on page 12-13.

Goal 4: To implement ongoing evaluation/assessment system of PE program and projects: We will administer all PYFP (**GPRA 2**) assessments to all students twice per year (3 in Year 1) and record and track the data across grade levels. We will use pedometers and 3DPAR to assess physical activity twice per year (3 in Year 1) (**GPRA 1**). We will use the Nutrition Daily Consumption Survey in Grades K-8 and enhance with nutrition-related questions from the YRBS for Grades 9-12 (**GPRA 3**). These will help us work with students using individualized feedback and allow us to develop a longitudinal system for tracking physical activity/nutrition data (**Inv. Priority 6**). All aggregate data will be provided on the school website (**transparency**) (**Req. 7**).

We will use HR monitors to determine student time at target heart rate. We will be able to evaluate the physical activity levels designed in individual units and lessons and determine necessary changes. Following this evaluation of physical activity levels students will design individual physical activity and fitness goals and design/implement a plan to reach these goals.

We will continue the program review of our PE and NE programs by initiating the PECAT and HECAT (**Req. 5**) in December of Year 1 with completion in March of Year 1. Additionally, we will conduct new SHI (**Req. 1**), PECAT (**Req. 5**), and HECAT (**Req. 5**) reviews in December of Year 3 and complete in March of Year 3. These reviews will provide us with detailed data on the overall strengths and weaknesses of our program and allow us to integrate, update, and revise PE and NE (**Absolute Priority**) throughout and beyond the project.

Goal 5: To increase student levels of physical fitness (Inv. Priority 3): Students will learn how the elements of fitness—cardiovascular fitness, strength, flexibility, body composition – all contribute to overall health (**Stand 2**). Individually-focused, rather than group-focused PE will encourage students to achieve and maintain healthy fitness levels (**Stand 3**).

To fuel individual focus on fitness and nutrition, we will help students to think about the changes they can make in their daily lives to become more healthy (Stand. 1, 2, 3). Previously, students indicated that they would like to lose weight, but revealed poor nutrition habits when asked about fruit/vegetable consumption, meal timing, and soda consumption. Students will set health/wellness goals (Stand 3), based on the components of the District Wellness Policy (**Req. 3**) that they will be encouraged to share with parents so that they can work together to achieve fitness and health eating goals (**Absolute Priority**). Aided by heart rate monitors, pedometers and personalized fitness assessments, student will set and meet personal fitness goals (Stand. 3).

The PYFP assessments will assess students' ability to achieve HFZs. To support this, teachers will receive PD from AHG and Project Director and staff who attend the National AAHPERD Convention each year will take part in specialized PD in Physical Best (PYFP) training.

Goal 6: To develop a community-wide shared mission for lifelong health/physical activity: Partnerships are a key component of the project. Partnerships are necessary to providing PD,

resources, and additional activities to help youth meet State Content Standards. Partnerships are specifically described on pages 14-15.

(1) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project: Integral to change is continuous feedback and quality improvement. This feedback and improvement will be driven by data collected throughout the program. This includes data currently collected and data that will be collected in accordance to Quality of Evaluation section. Data will be utilized to provide feedback to students, parents, administration and teachers (**Req. 7**) (dissemination to stakeholders in Quality of Evaluation). Additionally, data will assist in demonstration of **accountability (Req. 7)** to stakeholders and to OSDFS. This process is led by the Project Leadership Team (page ??). Our goals in utilizing continuous performance feedback and quality improvement include: 1) Guiding quality operations; 2) Ensuring safe environment and quality of services; 3) Meet internal and external standards; 4) and assist the project and its services to meet its goals and objectives.

We will utilize six steps in the continuous quality improvement process:

Step 1	Identify new needs/issues/problems and develop additional problem statements
Step 2	Define the current situation
Step 3	Analyze the problem
Step 4	Develop an action plan
Step 5	Look at the results
Step 6	Start over to attack new problems

QUALITY OF THE PROJECT DESIGN: BSD’s mission statement, “dedicated to enhancing the learning process that starts now and lasts a lifetime,” is a goal that we take very seriously. The philosophy of BSD is to provide a safe and positive environment in which all children can succeed. Our children are the reason for our school’s existence and worthy of our best efforts. The SD Department of Education (DOE) named Beresford Elementary School as a 2011 “Distinguished School.” This is the seventh consecutive year (2005-2011) that the school

has received this honor. Beresford High School was named a “distinguished school” in 2005 and 2010. In 2010, Beresford High School was one of thirteen high schools in SD to receive this honor. Beresford Middle School was named a “distinguished school” in 2005 and 2008. In 2008, the SD DOE recognized the BSD as a “Distinguished School District.” BSD was one of eighteen school districts and the largest school district in SD to receive this honor in 2008.

We believe it is essential to provide all students (**Inv. Priority 1**) academic, physical, and social/emotional assistance and support. This learning environment will allow students to acquire knowledge and skills to enhance growth and development as learners. All students are encouraged to participate in school and community activities. Our community and its families are important educational resources. Together we will be a strong force in character development of our youth through positive role modeling. We provide educational opportunities and experiences for students to help them become responsible citizens.

Several factors that will contribute to the sustainability (**Req. 4**) of the project. Sustainability is enhanced when organizations combine resources and strengths for a common goal. It is these strengths, combined with the five-way partnership (**Comp. Pref. 2**) (described on pages 14-16) that will develop new strategies to help students meet content standards.

Professional Development: All PD will be administered in a *Train the Trainer* format. This format will develop PE Teachers and Health Teachers to become a training team and leaders of a professional learning community that will exist long after the grant period. BSD will implement a variety of PD opportunities both on-site and off-site related to the goals and objectives of our project (**Absolute Priority**). On-site PD opportunities will include:

FitnessGram/PYFP	Project Director and Alliance for Healthier Generation led on-site training (approx. Oct. 2013; Year 2-3 TBD).
Adaptive PE	Adaptive PE Teacher led on-site training (approx. April, 2014; Year 2-3 TBD)

PE Technology	Vendor led on-site training (approx. Jan. 2014; Year 2-3 TBD)
Fitness Component Integration	Vendor led on-site training (approx. March, 2014; Year 2-3 TBD)
SPARK PE Curriculum	Vendor led on-site training (July, 2014; Year 2-3 TBD)
SPARK Nutrition Ed Curriculum	Vendor led on-site training (July, 2014; Year 2-3 TBD)
Physical Activity in Classroom	Vendor on-site training (May, 2014; Year 2-3 TBD)

Off-site PD opportunities will include (not limited to):

Physical Best Curriculum	National AAHPERD Convention (April, 2014; and future dates)
National AAHPERD Convention	Rotating Location (April, 2014; and future dates)
State AAHPERD Convention	Rotating Location (Nov. 2013; and future dates)
CDAHPERD	Rotating Location (Feb. 2014; and future dates)

Curriculum (Absolute Priority)

Training Format: The *Train the Trainer* format will be utilized for all PD leading to the creation of community learning groups ensure the continued implementation of curriculum changes into the future (including changes in staff).

SPARK: One of the many strengths of the SPARK curriculum package is the follow-up support/institutionalization for all SPARK programs. SPARK trainers follow all training sessions with a follow-up “SPARK Stars” meeting. This follow-up support is designed to create a “Coordinated School Health Committee” that includes site PE teachers, Administrative Team, Classroom Teachers, Food Service Personnel, and Parental Involvement. SPARK leads a meeting for this committee and discusses the “Three I’s”:

- ***Infrastructure** needed to support quality activity and nutrition programs
- ***Implementation** barriers – and how to overcome them
- ***Institutionalization** making SPARK work at each site and ensuring its **sustainability**

Assessment and Fitness Testing Technologies: We will work with a vendor who provides continued support, updates, and PD opportunities for PE technology. This can include professional listservs, software updates, and either web-based or in-person future PD. The technology equipment will possess a variety of warranties, solid maintenance/care components, and have an extended life expectancy (**Req. 6**). This technology will allow students to assess

individual fitness levels in order to develop individual goals and a plan for achieving goals.

Additionally, the technology will provide the means to assess the individualized goals.

Partnerships (Comp. Pref. 2) Each member of the partnership is committed to the long-term **sustainability** of the project. BSD and its partners are dedicated to continue beyond the funding period to fight the overweight/obesity issues through PE, physical activity, and nutrition education within the district. The partners' commitment includes the continued process of researching and obtaining grants from other entities to support the project, examine and implement other avenues of funding including fundraising and additional partnerships, and a financial 5-year plan not only maintaining the programs.

PRCE will serve as a project partner. PRCE will implement a greater variety of programming that is non-sport based activities and a greater emphasis on life-time activities. New programs will include (not limited to): snow shoeing, cross-country skiing, geocaching, walking/jogging, camping, tennis, fly-fishing, dance, golf, and outdoor education. Additionally, fitness activity programs will include (not limited to): spinning, body weight activities, in-line skating, weight training, and body core strength development. Both physical activity programs and fitness activity programs will generally be a 4-6 week session with instruction 2-3 times per week in after-school programming. These sessions will run 3-4 weeks daily during summer programming. These activities will be offered non-fee based and open to all youth who desire to participate. Programming will start in January, 2014 and continue throughout the project.

The Alliance for Healthier Generations (AHG) will serve as a partner. AHG will provide PD (Feb. 2014) to classroom and PE teachers on integration of physical activity in the classroom and will assist in measuring progress annually through the HSP Inventory. Additionally, AHG will

assist BSD in preparation, revising, and implementation of the District Wellness Policy (**Req. 3**) requirements to the 2010 Healthy Hunger-Free Kids Act (throughout Spring, 2014).

The City of Beresford will be a project partner (**Comp. Pref. 2**). The City of Beresford will promote the project at city led physical fitness/wellness events (throughout the project). The city will promote the initiative on the city website and the city television channel for PSA's. Additionally, the city will serve as a resource to BSD on the various city-owned facilities and programs that are available to BSD youth.

Union County Community Health Nurse (UCCHN) will be a project partner (**Comp. Pref 2**). UCCHN will provide a variety of information and PD services. UCHC will maintain a close relationship making sure the project leadership is aware of physical activity and nutrition services available to youth, offering no-cost PD to teachers/staff (Starting in Feb, 2014; periodic throughout project), and writing every other month articles to the BSD school newsletter on physical activity and nutrition lessons that can be integrated for the entire family.

Lunchtime Solutions (BSD food service) will be a project partner (**Comp. Pref 2**). Lunchtime Solutions will serve as a resource on NE integration and provide the staff with PD (Start-Nov. 2013) on how to explain the connection between quality nutrition and school meals.

Legends of Gold (LOG) will be a project partner (**Comp. Pref. 2**). LOG is a non-profit 501c3 dedicated to fostering, promoting and encouraging physical activity and well-being of youth no matter their financial situation, race or religious belief. LOG will expand small group/individualized fitness and weight control classes for youth in after-school and summer programming settings (Start-October, 2013). LOG will waive typical rental fees for gym, classroom, and outdoor facility space for activities involved in the project).

(A) The extent to which the design of the proposed project reflects up-to-date knowledge

SPARK began studying elementary school PE in 1989, and today the name SPARK represents a collection of exemplary, research-based physical activity programs. The original SPARK study was supported by the National Institute of Health as a counter to heart disease, which can begin in childhood. Regularly active children tend to be leaner, have lower blood pressures, high levels of beneficial HDL-cholesterol, and improved mental health status. Numerous studies have documented the capability of the SPARK program to significantly increase the percentage of students engaged in higher moderate to vigorous physical activity (MVPA) during PE classes (**Stand 1**). With proper staff development, schools that have implemented the program engaged in 40.2 minutes of MVPA each week while students in schools not utilizing SPARK only engaged in an average of 17.8 minutes of MVPA each week. Numerous refereed publications (over 45 to date) have reported SPARK PE program effects, including papers showing evidence of achievement in the following variables:

Researched Variable	Refereed Publication
Physical Activity (Stand 1,3)	Marcoux, et al..., 1999; McKenzie, et al..., 1997); Sallis, et al..., 1997; Sallis, et al..., 1993
Physical Fitness (Stand 3)	Sallis, et al..., 1997
Lesson Context and Teacher Behavior	McKenzie, et al..., 1997
Motor Skill Development (Stand 1)	McKenzie, et al..., 1998
Student Enjoyment of the Program	McKenzie, et al..., 1994
Adiposity	Sallis, et al..., 1993
Long Term Effects/ Institutionalization	McKenzie, et al..., 1997; Dowda, et al..., 2005
Process Measures (Parent Behavior, Teacher Acceptance of the Program)	Marcoux, et al..., 1999)

SPARK PE has been selected as the intervention program for other important research studies and was cited in the Surgeon General’s Report as a “school based solution to our nation’s health care crisis.” SPARK was validated by the National Diffusion Network of the U.S. Department of Education in 1993 and earned “Exemplary Program” status. In 2005, the Cooper Institute awarded SPARK Gold status (highest possible ranking) in an extensive national study of

effective physical activity and health programs. SPARK is the ONLY national program to receive Gold status for K-8th grade PE.

Wilkinson, Pennington, and Padfield (2000) suggest that utilizing a variety of PE technology use into PE classes can help enhance and maintain students' interest in learning. The use of PE technology empowers students to take responsibility for their learning (Ogden, et al..., 2001).

Staff development is key to any change in the educational setting. When qualified personnel are used it is more likely that a PE intervention will be successful (Wechsler, 2005). When implementing a comprehensive program like *Building on Success*, teachers report higher levels of satisfaction with their jobs and high levels of self-efficacy (McKenzie, 2005).

(C) The extent to which the proposed project meets statutory purposes and requirements.

The project has been devised in correlation to all the statutory purposes/requirements set forth in the PEP RFP. Throughout the narrative we discuss, provided insight, provided evidence of, and specific timelines for meeting the statutory purposes/requirements. The table below indicates where in the narrative our approaches are delineated for meeting the purposes and projects. Additionally, we have followed all statutory purposes/requirement in the development of our budget narrative, included all required information and assurances in the appendix section.

Statutory and Program Requirements	Page(s)
Absolute Priority	2,3,5,6,10,11,13,19,20
Competitive Preference 2	5,8,13-16
Invitational Priority	2,3,6,9,11
Content Standards	1-4,7-12,16,17,19,22-24
PEP Requirement 1	1,4,5,7,11
PEP Requirement 2	3,4,9,15
PEP Requirement 3	5,11,15
PEP Requirement 4	5,13,14
PEP Requirement 5	1,7,11
PEP Requirement 6	2,3,10,14
PEP Requirement 7	10,12,25
GRPA 1, 2, 3	7,8,10,20-23

ADEQUACY OF RESOURCES: In developing the project we have taken care in designing a program that meets the statutory purposes and requirements of the PEP Grant. As part of that design process, we have placed an emphasis making the budget, both in terms of federal funds and matching funds, reasonable and necessary to the successful implementation of the project. The project was not designed to create a snapshot or short-term change, the project has been designed to result in a systemic change in the PE/NE programs (**Absolute Priority**) and provide long-term benefits for youth to extend far beyond the grant-funding period (**sustainability**).

Our funding request regarding personnel is consistent with needs to successfully implement the project, ensure meeting all the statutory objectives and requirements, ensure proper program reporting, and set an environment for future program sustainability. We feel it is important to have a 1.0 FTE Project Director to run the overall program and the day-to-day operation of the initiative. Additionally our Project Director possesses significant previous experience (resume in appendix) with specifically with PEP evaluations and assessments.

We have placed emphasis on providing PD in initial implementation and follow-up support for all those involved. PD will be conducted in the *Train the Trainer Format* (described on page 13) to maximize learning with minimizing cost. Additionally, we have focused on a combination of PD that occurs both on-site to maximize staff hands-on participation but also off-site to allow staff to take part in learning experience and bring that learning back to their colleagues.

Although required cost estimates for equipment are in the budget forms and budget narrative, we will follow our district's bid process for goods/services to obtain the best prices, support, warranties, and PD support from vendors. The equipment has been chosen specifically to support implementation of all PE and NE (**Absolute Priority**). The equipment is designed for students to experience a wide-variety of physical activities (**Stand 1**), explore a wide-range of

movements (**Stand 1**), utilize PE technologies for individualized feedback, goal setting, and obtaining consistent levels of MVPA (**Stand. 3**). Additionally, our equipment request is specific to meeting the requirements of the GPRA and program-specific assessments. The equipment is of the correct size and scope to minimize wait times, make consistently available age-appropriate equipment, and allow students to take part in high quality PE/NE programs (**Absolute Priority**).

We have not requested any funding that is outside the range of *Building on Success*, that is excessive in quantity, or that we will not have training on the proper use. We will ensure that equipment is of quality, we will ensure in the hiring process that our personnel is of quality, that through our leadership team that all PD is well thought-out and planned.

QUALITY OF THE MANAGEMENT PLAN: Strong leadership, collaborative decision-making, and clear understanding of management and organizational policies are the hallmarks of this project's management plan. To ensure that all grant activities are coordinated in an orderly manner the PEP Project Leadership Team (PLT), led by the Project Director who will ultimately oversee all aspects of the grant. The PEP PLT will include: (1) Project Director; (2) 3 Lead PE/Health Teachers; (3) BSD Supt.; (4) PRCE Director; (5) LOG Director; and (6) 2 Parent Representatives. The PLT will have four regularly scheduled meetings in Year 1 and three meetings in each of Years 2 & 3.

PEP Project Director: Dr. Scott Klungseth (1.0 FTE) will provide overall leadership in all aspects of the project. Dr. Klungseth will be the primary liaison between the PLT team. He will have oversight of the program and provide supervision, recruitment, and training of program liaisons. Dr. Klungseth will coordinate with LT's on GPRA and Program-Specific assessments and reports. He will be directly responsible for coordination of all contact with the federal gov't and leading all grant reporting requirements and run the day-to-day operation of the program. Dr.

Klungseth will finalize and submit all reports. He possesses previous PEP experience serving twice as a PEP Project Director and additionally serving as an Evaluation/Assessment Coordinator on a third PEP Grant. Resume is in Appendix. 3 PE/Health Lead Teachers (LT's) (.10 FTE) The LT's are three of the core members who took part in the development of the project. The LT's will serve as the liaisons between the individual schools and other members of the leadership team. The LT's will conduct GPRA and Program-Specific assessments in coordination with the Project Director. BSD Superintendent: Mr. Brian Field (.10 FTE) will provide administrative support for budget, PD, and curriculum implementation. Additionally, the BSD Superintendent will serve as the liaison between the project and the BSD School Board. PRCE Director: Mr. Brent Palmer (.50 FTE) will coordinate after-school and summer programming. This includes interview and hiring staff, providing PD to the staff, and conducting staff evaluations. Mr. Palmer will assist the Project Director in working with after-school and summer staff in conducting all necessary data collection and with the implementation of new physical activity and nutrition curriculum. Resume in the appendix. Legends of Gold (LOG) Director: Mr. Terry Pack (.25 FTE) will lead weight loss and physical activity events and classes at the LOG facility offered through the PRCE program. Mr. Pack will coordinate all instruction and activities at LOG with LT's and PRCE staff to build upon previous instruction. Resume in the appendix. 2 Parent Representatives (PR) will serve as the primary liaison between the leadership team and parents of BSD students. The BSD newsletter and website will be utilized to determine parent interest in serving as a PR.

a. Detailed Management Plan and Project Timeline of Major Activities starting in Oct., 2013

YEAR 1	Event	Time	Person Responsible
	GPRA Baseline Testing	Oct	LT's/Project Director
	GPRA Assessments	Jan/April	LT's/Project Director
	Establishment of Accounting System	Oct	Project Director/Business Manager
	Equipment Bid Process	Oct/Nov	Project Director/Business Manager

Equipment Ordering	Nov/Dec	Project Director
OSDFS Meeting	Oct/Nov	Project Director/Superintendent
PLT Meeting	Oct/Dec/Feb/May	Project Director
Professional Development Training	Nov/March	Project Director
Monthly Newsletters/Articles/Web Page	Every Month	Project Director
Fitness Testing	Oct/Jan/April	LT's/Project Director
Complete Yr. 1 Reports	April/October	Project Director
YEAR 2	Event	Times
		Person Responsible
GPRAs Assessments	Nov/March	LT's/Project Director
Equipment Bid Process	June/July	Project Director/Business Manager
Equipment Ordering	July	Project Director
PLT Meeting	Aug/Nov/Feb/May	Project Director
Monthly Newsletters/Articles/Webpage	Every Month	Project Director
Fitness Testing	Oct/April	LT's/Project Director
Complete Year 2 Reports	April/October	Project Director
YEAR 3	Event	Times
		Person Responsible
GPRAs Assessments	Nov/March	LT's/Project Director
Equipment Bid Process	June/July	Project Director/Business Manager
Equipment Ordering	July	Project Director
PLT Meeting	Aug/Nov/Feb/May	Project Director
Monthly Newsletters/Articles/Webpages	Every Month	Project Director
Fitness Testing	Oct/April	LT's/Project Director
Complete Yr. 3 and Final Reports	April/October	Project Director

QUALITY OF PROJECT EVALUATION

GPRAs Measure 1	Three week-long collection periods will take place Year 1 and two week long collection periods using pedometers in years 2 and 3 will take place in K-12. Additionally, the 3-day Physical Activity Recall (3DPAR) will be used in grades 5-12 in 3 data collection periods in year 1 and 2 data collection periods in years 2 and 3. The evaluations will be performed by PE teachers (who will receive PD) under the supervision of the Project Director. <i>Goal 2</i>
GPRAs Measure 2	All six PYFP assessments will be utilized for 3 data collection periods in Year 1 and 2 collection periods in Years 2 and 3. The evaluations will be performed by PE teachers (who will receive PD) under the supervision of the Project Director. <i>Goal 4,5</i>
GPRAs Measure 3	Measured utilizing a Nutrition Daily Consumption Survey for students in grades K-8. The survey will be designed by the Project Director and PLT to determine the % of students who consumed fruit two or more times per day and vegetables three or more times per day. For students in 9-12, this log will be enhanced utilizing nutrition-related questions from the Youth Risk Behavior Survey (YRBS). PE teachers will administer the assessments under supervision by Project Director. <i>Goal 2</i>

a. General Evaluation Framework and Evaluation Methods

1) Individual Student Assessment: One component is to develop skills in young people to allow them to assess individual health-related fitness, create a plan to improve individual health-

related fitness, and then assess progress (**Stand 2**). The GPRA assessments will provide individual student assessment; additionally we will use:

Type of Assessment	What it Assesses	Project Goals, PE standard, PEP area
Fitness Assessment and Tracking Hardware and Software/HR Monitors	Students will be able to measure individual fitness and wellness levels, analyze the results, set goals, chart self-improvement, and redesign individual program as needed. Students will pre-/post-assess overall health risk utilizing the health risk appraisal surveys.	Project Goal: 2,4,5 PE Standard: 2,3 Absolute Priority
Student Portfolios	The student portfolios will consist of a variety of assessments including fitness journals, lab activities, student goals and goal evaluations.	Project Goal: 2,4 PE Standard 1,2,3 Absolute Priority

2). Individual School Assessment: Each school building will develop individual school data on the GPRA assessment data and also:

Type of Assessment	What it Assesses	Project Goal, PE Standard, PEP area
Fitness Assessment and Tracking Hardware and Software/HR Monitors	Class and grade level reports of pre-/post-fitness assessments for effectiveness of curricular design and equipment usage	Project Goal: 2,4,5 PE Standard: 2,3

3. Systemic Evaluation: This evaluation includes grade level and district-wide aggregate data. The Project Director will provide an annual report based on evaluation findings and provide recommendations for any programmatic or systemic changes to improve or enhance outcomes.

Type of Assessment	What it Assesses	Project Goal, PE Standard, PEP area
Pre-Post Evaluation of teacher proficiency at curricular delivery	This evaluation will determine if improvements are being made and the magnitude of those improvements. This information will be used to identify deficiencies and determine future professional development needs.	Project Goal: 3,4
Individual interviews with staff and administration	This will allow open-ended discussion between staff and administration with the EE. Topics for evaluation will include professional development opportunities, curricular changes, meeting of goals and objectives, desire for future changes.	Project Goal: 1,2,3,4,5,6
SHI/PECAT/HECAT	Each of these self-assessments will be completed at the half-way point of the project and the end of the project.	Project Goal: 1,2,3,4,5,6

Evaluation Tools: The project utilizes a variety of qualitative and quantitative evaluation and assessment throughout. We have included evaluation and assessment at the Individual Student level, Individual School level, and the Systemic level (evaluation/assessment tools are described in the first section in Quality of Project Evaluation, and specific individuals or teams responsible for each evaluation and assessment tool are listed in the Quality of Management Plan section).

Dissemination of Data with Project Leadership Team and Specific Goal Teams

Method 1	<ul style="list-style-type: none"> The Project Director will facilitate in-person bi-annual meetings (additional meetings if needed) with PLT and Goal Teams to assist the leadership groups with information regarding evaluation and assessment procedures, review of data collected, facilitate reflective brainstorming on data collected, and analysis of progress towards meeting the objective performance measures.
Method 2	<ul style="list-style-type: none"> The Project Director will provide weekly email updates to all members of the PLT team important information regarding evaluation and assessment procedures, review of all data collected, facilitate reflective brainstorming on data collected, and analysis of progress towards meeting the objective performance measures.

Dissemination of Data with Students, Parents, Staff

Method 1	<ul style="list-style-type: none"> Regular initiative updates, announcements, and data analysis results will be an integrated part of every initiative professional development session.
Method 2	<ul style="list-style-type: none"> PE teachers will regularly hold both formal and informal discussions with students in their classes regarding past, current, and future projects within <i>Building on Success</i>.
Method 3	<ul style="list-style-type: none"> Dissemination listed for outside stakeholders will be open to Students, Parents, Staff

Dissemination of Data with Outside Stakeholders

Method 1	<ul style="list-style-type: none"> Yearly reports, in terms of student assessment and assessment of PEP goals will be shared with outside stakeholders through every other month newsletters. The initial newsletter will take place in Nov. 2013 describing the purpose, goals, and evaluation procedures for <i>Building on Success</i>.
Method 2	<ul style="list-style-type: none"> A Facebook page will be developed regularly updated to keep stakeholders informed.
Method 3	<ul style="list-style-type: none"> The project will connect with outside stakeholders with a variety of external media sources. Articles will include updates on initiative announcements, initiative milestones, initiative goals, evaluation/assessment data, and other relevant data. Sources include: <ul style="list-style-type: none"> Monthly article in the <i>BSD Newsletter</i> (school newsletter)
Method 4	<ul style="list-style-type: none"> A new <i>Building on Success</i> page on the BSD website will be created. This will provide open availability and provide updates on announcements, milestones, goals, evaluation and assessment data, and other data. The Project Director will update monthly. The website will be promoted in all newsletters, PSA's, articles, social media site, and any other announcements or data provided to both inside and outside stakeholders.

Watchdogs and Wellness: Building on Success
A Carol M. White PEP Grant Application for
Beresford School District

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Assurances and Certifications

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Completed on submission to Grants.gov</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Beresford School District 61-2</p>	<p>* DATE SUBMITTED</p> <p>Completed on submission to Grants.gov</p>

Standard Form 424B (Rev. 7-97) Back

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Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="n/a"/> * Street 1: <input type="text" value="n/a"/> Street 2: <input type="text"/> * City: <input type="text" value="n/a"/> State: <input type="text"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity at No. 4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: <input type="text" value="n/a"/>	7. * Federal Program Name/Description: <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix: <input type="text"/> * First Name: <input type="text" value="n/a"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="n/a"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix: <input type="text"/> * First Name: <input type="text" value="n/a"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="n/a"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		
* Signature: <input type="text" value="Completed on submission to Grants.gov"/>		
* Name: Prefix: <input type="text"/> * First Name: <input type="text" value="Brian"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="Field"/> Suffix: <input type="text"/>		
Title: <input type="text" value="Superintendent"/> Telephone No.: <input type="text" value="(605) 763-2145"/> Date: <input type="text" value="Completed on submission to Grants.gov"/>		
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Beresford School District 61-2	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Brian"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Field"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Completed on submission to Grants.gov"/>	* DATE: <input type="text" value="Completed on submission to Grants.gov"/>

Beresford School District GEPA Statement

The Beresford School District will make all assurances that the Carol M. White PEP Grant application will comply with all provisions of the Department of Educations' General Education Provision Act, Section 427. Beresford School District ensures equitable access to and participation in all of its programs, including those assisted by Federal Funds, through a series of School Board Policies and related Administrative Regulations. The pertinent policies may be accessed via the District website at: <http://www.beresford.k12.sd.us> where links and regulations are on the homepage.

Policy AC: Nondiscrimination

Policy JB: Equal Educational Opportunities

Policy JF: Students Rights and Responsibilities

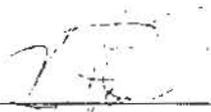
For the 2013 PEP grant application, allowing access to physical education activities to students with disabilities were addressed by including a special education teacher to serve on the Professional Development Training Team. The Special Education teachers, in addition to making budget recommendations for equipment that provides accommodations, will attend professional development training with Physical and Health Education staff, to then provide district wide training for other teachers working with students with disabilities.

In addition, handicapped accessible equipment was included:

1. For outdoor education
2. Fitness equipment and strength training machines
3. Cardiovascular fitness activities and heart rate monitoring

Students with identified learning disabilities receive Special Education Services delineated with their Individual Education Plans, under which access to instruction by teachers who have participated in staff development activities are available under the PEP Grant project will be provided.

Superintendent



Date:

6-2-13

Program Specific Assurance

PROGRAM SPECIFIC ASSURANCE

Agency Name: Beresford School District

DUNS # 193516788

Please ensure you have included a Program Specific Assurance with your application. You must print out your signed Assurance and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at (202) 245-7166 within 3 working days of submitting your electronic application. Be sure to include your Agency name and DUNS# on your Assurance.

As the duly authorized representative of the applicant, I certify that the applicant shall:

1. Develop, update, or enhance physical activity policies and food- and nutrition-related policies that promote healthy eating and physical activity throughout students' everyday lives, as part of our PEP project.

2. Align our PEP project with the district's Local Wellness Policy, if applicable.

** Please check here if this requirement is not applicable to your application because your entity does not participate in the school lunch program authorized by the Federal child-nutrition programs as recently amended by the Healthy, Hunger-Free Kids Act of 2010 and therefore is not required to have a Local Wellness Policy and you are not part of a partner group required to have a Local Wellness Policy.**

3. Align our PEP project with similar ongoing initiatives, whose goals and objectives are to promote physical activity and healthy eating or help students meet their State standards for physical education, specifically:

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.

4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.

5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures

6. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.

7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.

[Signature]
Signature of Authorized Representative

Superintendent
Title

Beresford School District
Applicant Organization

4-3-2013
Date Submitted

Partnerships Agreements for Competitive Preference 2

LEA Partner Agreement for Competitive Preference Priority #2:

Agency Name: Beresford School District

DUNS # 193516788

This agreement is only necessary if you intend to address Competitive Preference Priority #2 – Partnerships Between Applicants and Supporting Community Entities. If you are submitting an electronic application, you must print out your signed agreement(s) and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students (202) 245-7166 within 3 working days of submitting your electronic application. Be sure to indicate your Agency name and DUNS # on your agreement(s).

Page 1 of 5 (LEA Partner)

LEA Authorized Representative Name: Brian Field

Roles and Responsibilities: Beresford School District is the only school district within the city of Beresford. The district provides instruction for students in K-12 for Beresford and the surrounding rural areas.

Contribution to the Project:

Beresford School District is the lead agency in the Watchdogs and Wellness: Building on Success project. The district will ensure that all described changes, events, assessments, evaluations, and reports are completed.

This agreement is in support of Beresford School Districts PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative:
(Brian Field)

(b)(6)

Dated:

3-22-13

Page 2 of 5 (CBO Partner)

CBO Name: Beresford Parks, Recreation, and Community Education Program

Roles and Responsibilities: Beresford PRCE (510 (c) 3 is in charge of after-school programming and summer programming for youth within Beresford and the surrounding rural areas.

Contribution to the Project:
PRCE will develop, organize, and take the lead on the before/after school and summer physical activity aspects of the proposed project.

This agreement is in support of Beresford School District PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative
(Brent Palmer)

(b)(6)

Dated: 4-3-13

Page 3 of 5 (Public Health Entity Partner)

Public Health Partner Name: Union County Community Health Department

Roles and Responsibilities: Provide a variety of health related services to Union County residents and serve as a informational resource.

Contribution to the Project:
The Union County Community Health Department will serve as an informational resources as needed for the project.

This agreement is in support of Beresford School Distric PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative
(Lisa McInerney)

(b)(6)

Dated: 4/4/13

Page 4 of 5 (LEA's Food Service or Child Nutrition Director)

Food Service or Child Nutrition Director Name: ^{Terese Holdt} ~~Lisa Ruman~~ - Lunchtime Solutions

Roles and Responsibilities: Lunchtime Solutions is the contracted provider of breakfast and lunch at the Beresford School District

Contribution to the Project:

Lunchtime Solutions will continue to provide meals that meet recommended nutritional standards. Lunchtime Solutions will work with the school district and community education program to identify high quality programs to support nutrition education.

This agreement is in support of Beresford School District PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative:

(Lisa Ruman) ^{Terese Holdt}

Dated: (b)(6) 4/4/13

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Jim Fedderson, Mayor

Roles and Responsibilities: Mayor of the City of Beresford

Contribution to the Project:

The City of Beresford provides support to the project through provision of city facilities at no charge for project activities, will provide support for advertising on Beresford TV channel, and provide assistance in the installation of adventure/experience equipment.

This agreement is in support of Beresford School District PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee:
(Jim Fedderson)

(b)(6)

Dated:

Project Director Job Description and Resumes for Key Personnel

| TITLE: PEP Project Director

QUALIFICATIONS:

- Broad academic background successful teaching experience in physical education and/or Wellness
- Understanding of curriculum organization and management, principles of learning and instructional pedagogy
- Understanding and experience with the use of instructional technology
- Experience in shaping and implementing professional development to meet system's and teachers' needs.
- Experience in grant management, including budget administration and program implementation and evaluation
- Experience with data collection and assessment tools
- Experience building collaborative relationships and partnerships within a school district and the surrounding community.

REPORT TO: Superintendent

LEADERSHIP:

- Maintain a district-wide leadership role in the development, implementation, and evaluation of PE and wellness curriculum, instructional technology, instruction, and professional development, in collaboration with the Superintendent and the PEP Leadership Team
- Provide leadership for PE and Wellness staff in implementing of the philosophy and goals of the school system as it relates to the PE/Wellness curriculum
- Provide leadership in communication among schools and between the school system and the community as it relates to the PE/Wellness curriculum.
- Provide leadership in change initiatives necessary to ensure that PE and Wellness curriculum, instruction and assessment align with the expectations of the program.
- Demonstrate leadership in the district's coordination and management of the PE/Wellness assessment program

PERFORMANCE RESPONSIBILITIES:

- Lead in the development of a correlated and integrated program of Physical Education and Wellness studies from kindergarten through grade twelve in all subjects
- Establish procedures for a continuing evaluation of the PE and Wellness curriculum and instruction at all levels.
- Lead in the revision of existing PE and Wellness curriculum and in the development of new Curriculum
- Review and recommend to the Superintendent all proposals for course or program revision

- Coordinate the development of all curriculum guides/maps, programs of study, and other published materials related to the PE and Wellness program of instruction
- Encourage the development, publication, and use of new PE and Wellness instructional materials
- Coordinate the selection of PE and Wellness instructional materials
- Lead and coordinate professional development for PE and Wellness staff based on needs identified at individual school sites
- Seek and develop grants to support PE and Wellness curriculum, instruction and professional development initiatives
- Lead in establishing and maintaining systems of communication between PE/Wellness staff and the community around PE and Wellness curriculum and grant initiatives
- Develop and manage PE and Wellness budgets across the district
- Coordinate and manage data collection systems designed to evaluate grant progress and student health and wellness.
- Produce reports as required by the grants and the PEP Leadership Team

SCOTT KLUNGSETH

(b)(6)

Education

Doctorate of Education in Curriculum and Instruction– Ed.D: Emphasis in Health and Physical Education, December, 2008. University of South Dakota, Vermillion, SD

Master of Arts in Teaching and Learning – M. A.: Health and Physical Education
June, 2000, Northern State University, Aberdeen, SD:

Bachelor of Arts in Health, Physical Education, Recreation supported by History and Athletic Training minors. May, 1995, Augustana College, Sioux Falls, SD

Teaching Endorsements in K-12 Health/Physical Education, Adaptive Physical Education, 7-12 History, 7-12 Sociology, Driver's Education, and Multiple Coaching Endorsements

Teaching Experience

Higher Education – Assistant Professor of IIPER – Augustana College
Undergraduate: History and Principles of PE/Fitness, Outdoor Education, Physical Conditioning, Secondary Methods in Physical Education, Principles of Coaching, Organization and Administration of Physical Education and Sport, Measurement and Evaluation in Physical Education and Exercise Science: Online: Principles of Coaching
6/2012 - Present

K-9 Teaching – K-9 Health and Physical Education
Dell Rapids St. Mary Schools, Dell Rapids, SD
August 2011-8/2012

Adjunct Faculty – Nutrition Course – Northwest Iowa Community College
January, 2011 – August, 2011

Middle/Secondary Teaching – 6-12 Health and Physical Education
Middle and High School Health, Traditional Physical Education, Outdoor Adventures, Aerobics, Strength and Conditioning, Team Sports, Lifetime Activities
Beresford High School, Beresford, SD
August, 2007- July, 2010

Higher Education - Instructor of HIPE - Northern State University, Aberdeen, SD
Undergraduate: Motor Development, Sports Law, Organization and Administration in Health, Physical Education and Sport: Principles and Philosophies in Coaching; Curriculum Development in HPE; Foundations of IIPER; K-12 Methods of Teaching PE; Professional Preparation: Gymnastics, Rhythm and Dance; Professional Preparation: Team Sports; Professional Preparation: Individual and Dual Sports; Principles of Wellness; Outdoor Education; Adaptive Physical Education. Graduate: Technology in Education; Seminar in Physical Education Pedagogy. Online: Principles and Philosophies in Coaching, Driver's Education courses.
September, 1999 – August, 2007

Secondary Teaching –Health, U.S./World History, Sociology, Physical Education, Jr. High Social Studies
Langford High School, Langford, SD
September, 1997 – August, 1999

Secondary Teaching – Health, U.S. History, World History
Buhl High School, Buhl, ID
September, 1996 – August, 1997

Professional Leadership Experience

Project Director – “Watchdogs of the Future” Carol M. White Physical Education Progress Grant. Beresford Area Community Education Program.
Project director for \$600,000 federal grant.
September, 2011 – Present

External Assessment/Evaluation Specialist -- “Health Youth-Healthy Future” Carol M. White Physical Education Progress Grant. Tea Area School District
Lead and Coordinate all assessment for \$550,000 federal grant
September, 2011 - Present

Executive Director-- South Dakota Association for Health, Physical Education, Recreation & Dance (SDAHPERD)
March, 2011 - Present

South Dakota Advocacy Committee – American Heart Association
March, 2011 - Present

Head Start Body Start Physical Activity Consultant – National Center for Physical Development and Outdoor Play, Head Start Body Start Grant Program
Summer, 2009 – Fall, 2011

Vice President for Sport and Physical Education – South Dakota Association for Health, Physical Education, Recreation, and Dance
Fall, 2008 – March, 2011

Carol M. White PEP Project Director – Beresford School District
Project director for \$243,000 federal grant.
July, 2008 – September, 2010

Vice President Elect for Sport and Physical Education – South Dakota Association for Health, Physical Education, Recreation, and Dance
Fall, 2006 – Fall, 2008

Coordinator of HPE Internships and Field Experiences – Northern State University
Sports Marketing, Fitness Management, Non-Teaching Physical Education
Summer, 2006 – Summer, 2007

Director of Future Teacher's Academy – Northern State University
Fall, 2003 – July, 2007

Office of Instructional Services Advisory Committee – Northern State University
Fall, 2004 – July, 2007

Awards

Secondary Teacher of the Year (2008) – South Dakota Association for Health, Physical Education, Recreation and Dance

NSU Champs/Lifeskills Teacher Who Makes a Difference (2005) – Student nominated

Who's Who Among America's Teachers (2002, 2005) – Student nominated

Professional and Academic Association Memberships

American Association for Physical Activity and Recreation
2008 – Present

American Association for Health, Physical Education, Recreation, & Dance (AAHPERD)
2001 – Present

AAHPERD Research Consortium
2001- Present

National Association for Sport and Physical Education
2001 – Present

South Dakota Association for Health, Physical Education, Recreation, and Dance
2001 – Present

South Dakota High School Coaches Association
2004 - 2009

South Dakota High School Basketball Coaches Association

2004 – 2009

National Association for Girl's and Women in Sport

2001 – 2007

Additional Professional Development and Certifications

Physical Education Teacher Education Program and NCATE Training – Fall, 2012

BeFit2Learn Physical Activity in the Classroom Training – Summer, 2012

POLAR Heart Rate Monitor Training – Summer, 2012; Summer, 2008; Summer, 2005

POLAR TriFit Evaluation System Training- Summer, 2012; Summer, 2008; Summer, 2005

POLAR PE Manager Training- Summer, 2012; Summer, 2008, Summer, 2005

AAHPERD National Convention – 2011, 2010, 2009, 2007, 2006, 2005

SDAIIIPERD Convention – Fall: 2011, 2010, 2009, 2006, 2005, 2004, 2003

Head Start Body Start Physical Activity Consultant Training – Spring, 2010

National Fly Fishing in Schools Program Training – Winter, 2010

Project WILD/Project Aquatic Conservation and Environmental Education – Fall, 2009

Geomotion Meaningful Movement Lab Training – Fall, 2009

SPARK Physical Education Curriculum Training – Fall, 2009

Physical Best Health-Fitness Instructor Certification – Spring, 2009

National Archery in Schools Program Training – Fall, 2008

Supportive Experience

Grant Reviewer – National Center for Physical Development and Outdoor Play, Head Start Body Start Grant Program
Summer, 2010 – Spring, 2012

PE Central Advisory Board for Field Days-Pecentral.org
March, 2004 – July, 2007

University Supervisor for Student Teachers – Northern State University
December, 2000 – July, 2007

University Supervisor for Jr. Field Experiences – Northern State University
December, 2000 – July, 2007

Student Advisor – HPE/Fitness Management Majors – Undergraduate
September, 2000 – July, 2007

Honorary Degree Committee – Northern State University
Fall, 2001 – Spring 2005

Grant Reviewer – Carol M. White Physical Education Progress Grant
May, 2004 and 2006

Staff Courtesy and Recognition Committee – Northern State University
Fall, 2003 – Spring, 2005

Assistant Sports Information Director – Northern State University
September, 1999 – June, 2000

Service

Augustana Wellness Committee – Augustana College
August, 2012 - Present

Volunteer – American Heart Association – “You’re The Cure” Advocacy Campaign
August, 2009 - Present

Teacher Initiated Leave Committee – Beresford School District
August, 2008 – July, 2010

Wellness Committee – Beresford School District
July, 2007 – July, 2010

Committee Member – Head Cross Country/Asst. Track Search Committee
May, 2006 – June, 2006

Committee Member – Director of Field Experience Search Committee
May, 2004 – June, 2004

Committee Member – Head Cross Country/Asst. Track Search Committee
May, 2004 – June, 2004

Volunteer – Student Activities Casino Night
2002-2004

Guest Lecturer – Numerous appearances in Exercise Physiology
2001-2007

Volunteer – Wach's Golf Tournament
2001-2004

Volunteer – Wolves on the Water Fishing Tournament
2002-2003

Camp Coach – Northern State University Women's Basketball Camps
2000 -2002

Camp Coach – Northern State University Men's Basketball Camps
2000-2001

(b)(6)

Brent M. Palmer

Summary of Qualifications

- Results-oriented sales and marketing professional with 17 years of experience.
- Highly motivated to attain and surpass marketing objectives.
- Proven ability to generate new leads and substantially increase sales, even within new market areas.
- Skilled at developing long-term relationships with clients, generating loyalty above and beyond the sales relationship.
- Enthusiastic, creative team player with strong problem solving and organizational skills.
- Ability to coordinate the efforts of many to meet organizational goals.
- Experienced manager with diverse business skills.

Professional Experience

August 2004-present Beresford Community Education,
Beresford, SD Community Education Director

- Preschool Administrator and Daycare Administrator; Director of Community Education classes, Senior Citizen Enrichment Programs, Director of Beresford Baseball/Softball Association and Youth Recreation Programs
- Maintain a yearly budget and projections.
- Payroll and benefits administrator.
- Management and direction of a 10+ full and part time employees.

May 2004-May 2008 City of Beresford, Beresford,
SD Mayor (two terms)

- Direct a six member City Council via bi-monthly meetings.
- Policy and procedure development for a community with 2000 members.
- Assist in balance and projection of an 8-million dollar budget annually.
- Coordinate with City Administrator to oversee 40 city employees.
- Facilitate relationships with multiple entities/groups within the city.

April 2002 - August 2004 KSFY/Raycom Media, Sioux Falls, S.D. Internet
Sales Director

- Developed, implemented, and managed the company's internet advertising strategy from a sales and technical perspective.
- Managed staff of seven sales employees.
- Developed budget and projections for convergent advertising.
- Educated sales units on terms of sales and marketing tactics.
- Established pro-active competitive strategies and targeted sales campaigns.
- Initiated and managed discussions and sales with current and prospective accounts.

June 2000- April 2002 PSS World Medical Inc.,
Omaha, Nebraska Sales Executive

- Developed pioneer sales territory in Midwest for national leading long-term care medical Supply distributor.
- Developed new corporate and small business accounts through effective marketing, cold calling, networking, professional sales presentations, and follow-up.
- Maintained purchase agreements with current accounts.
- Ranked in the top 20% of sales staff nationally.
- Created and implemented management plan for tri-state territory.

June 1998 - June 2000 Pegler-Sysco Foods,
Lincoln, Nebraska National Account Sales
Executive

- Managed a territory of 50 national/corporate accounts in SD, ND, IA, and NE.
- Successfully generated new leads through active networking, effective marketing, cold calling, professional sales presentations, and follow-up.
- Developed and negotiated new contracts with manufacturers while maintaining existing contracts within the national/corporate food marketing accounts of the company.
- Recognized by the national corporate office for Western Regional Management Training.
- Achieved sales of 12 million dollars within 2 years.

1996-1998 Orion Food Systems Sioux
Falls, SD Territory Representative

1990-1996 Nabisco Foods, Sioux Falls,
SD Sales Representative

Education

1986-present University of South
Dakota, Vermillion, South Dakota
Contemporary Media & Journalism

Mr. Terry Pack

Experience

CEO/ Legends of Gold Inc

(August 2010-present)

Implemented and headed the company formed to promote health and well being of student athletes in the rural communities and provide them with self confidence, skill sets and team work among each other in life and athletics

Currently the head coach of and program director of the entire company which trains approximately 200 athletes per week and runs 10 camps per year with more than 600 wrestlers taking part

Responsible for all budgeting, personnel decisions and up keep of facility

Director of Student Life and development/ Feather River College

(June 2003-August 2010)

Implemented lease-up and management strategies for this new off-site 300 bed residence hall bought by college foundation. Successfully developed RA programming, financial aid development and complete budget for new residences halls. Conduct all legal recommendations as well as insurance needs for all employees and the facilities. Supervise all payroll and billing for two multi million dollar businesses. Supervise all judicial procedures for on-campus incidents. ASB Advisor for college student body. Direct all staff and budgets for both businesses. Provide human resource training and direct supervision and training skills for all employees.

Director of Feather River Fitness and recreation: responsibly for budgeting, programming and training of 20 employees that served nearly 1500 members in the community.

Director of Student Services and Head Wrestling Coach/Neosho County Community College (Jan 1997-June 2003)

- Qualified 33 wrestlers to national Tournament with 7 National Champions and 32 All-Americans. Team never finished lower than 7th in country and captured the National title in 2000 along with the Academic national Title, regional title and National College Coach of the year honors.
- Supervised a community of 225 on campus residents including two multi million housing facilities.

Physical Education Instructor and assistant to tutorial Studies, Assistant Wrestling coach, Iowa Central Community College

(May 1996-Jan 1997)

- Responsible for student scheduling, tutorial skills, as well as group and individual tutoring
- Defined strategies and implemented physical education techniques to college students in the areas of life and recreational skills classes
- Implemented practices in the college wrestling room as well recruiting student athletes to the college finishing with the number 1 recruiting class in the country two times and two national runner ups finishes.

Head Wrestling coach, 7-8 mathematics, K-12 physical education teacher/Sidney Community Schools

(August 1995-1996)

- Defined and implemented professional teaching methods to classes of middle school students and elementary students in the areas of math and physical education
- Head coach duties including coaching and staff development, team finished 12-4 on the year and I was voted SW Iowa Coach of the year.

Head Wrestling coach, K-8 Chapter 1 math, K-8 physical education teacher/Maple Valley Community Schools

(May 1994-August 1995)

- Implemented math strategies to lower level learners in the areas of math
- Additional duties included instruction of K-8 physical education classes and head JV football coach
- Head wrestling, duties including coaching and development of the student wrestlers. Team finished 14-4 and I was voted Iowa Rookie Coach of the Year.

Military/Police and Special Forces

(June 1986-July 1990)

- Correctional officer and police officer responsible for prison ward holding more than 1515 medium and maximum security prisoners
- Later was accepted into search seizure units specializing in terrorist attacks
- Participated in Panama Noriega invasion and Persian gulf

Education

Masters in Business Administration/ Canterbury College

(Jan 2009)

Masters Educational Leadership/ Pittsburg State University

(Aug 2001)

B.A. Elementary Education /physical education K-12Westmar University/LeMars, IA

(May 1994)

A.A. Iowa Central Community College/

(May 1992)

Honors/Highlights

- 1994 NWI Coach of the Year
- 1994 Iowa Rookie Coach of the year
- 2001 NJCAA College Coach of the Year
- 2000-2002 regional College Coach of the Year
- 2000 National Champions
- 1989 Maine Corp Athlete of the Year

- US Alternate 1998 Olympic Boxing Team

Brian Field, Superintendent
Beresford School District
301 W. Maple Street
Beresford, SD 57004
(605) 763-4293 (School) (b)(6)

EDUCATION

Specialist in Education, School District Superintendent Program from the University of South Dakota, Vermillion, SD, December, 2008.

Certified Athletic Administrator by the National Interscholastic Athletic Administrators Association, Summer 2000.

Master's Degree in Secondary Educational Administration from South Dakota State University, Brookings, SD, Summer 1995.

Teacher Educator Endorsement from South Dakota State University, Brookings, SD, Summer 1991.

Bachelor of Science Degree in Secondary Education from the University of South Dakota, Vermillion, SD, May 1987, with a major in History and minors in Social Science and Coaching.

High School Diploma from Beresford High School, Beresford, SD, May 1983.

WORK EXPERIENCE

Superintendent, Beresford School District, Beresford, SD, 2007-present. Responsible for 640 students and 90 staff members.

High School Principal, Watertown High School, Watertown, SD, 2005-2007. Responsible for 1300 students and 100 staff members.

High School Principal and Coach, Beresford High School, Beresford, SD, 2002-2005. Coached Head Varsity Girls' and Varsity Boys' Cross Country.

Summer School Teacher, Woodfield Center School, Beresford, SD, 2004. Taught Physical Education.

Junior/Senior High School Principal, Activities Director, and Coach, Freeman Public School District, Freeman, SD, 1995-2002. Coached Head Varsity Girls' and Varsity Boys' Cross Country and Assistant Varsity Track.

Junior/Senior High Social Studies Teacher and Coach, Arlington School District, Arlington, SD, 1987-1995. Coached Head Varsity Girls' and Varsity Boys' Cross Country, Assistant Varsity Boys' Basketball, and Assistant Varsity Track.

Opportunity Title:	Office of Elementary and Secondary Education (OESE): Ca
Offering Agency:	U.S. Department of Education
CFDA Number:	84.215
CFDA Description:	Fund for the Improvement of Education
Opportunity Number:	ED-GRANTS-022613-001
Competition ID:	84-215F2013-1
Opportunity Open Date:	02/26/2013
Opportunity Close Date:	04/12/2013
Agency Contact:	Carlette KyserPegram E-mail: Carlette.KyserPegram@ed.gov Phone: 202-245-7871

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

* Application Filing Name: Beresford School District 61-2

Mandatory Documents

Move Form to Complete

Move Form to Delete

Mandatory Documents for Submission

Application for Federal Assistance (SF-424)
U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION
Other Attachments Form
Assurances for Non-Construction Programs (SF-42)
Grants.gov Lobbying Form
Disclosure of Lobbying Activities (SF-LLL)
ED GEPA427 Form

Optional Documents

Move Form to Submission List

Move Form to Delete

Optional Documents for Submission

Instructions

- 1 Enter a name for the application in the Application Filing Name field.
 - This application can be completed in its entirety offline; however, you will need to login to the Grants.gov website during the submission process.
 - You can save your application at any time by clicking the "Save" button at the top of your screen.
 - The "Save & Submit" button will not be functional until all required data fields in the application are completed and you clicked on the "Check Package for Errors" button and confirmed all data required data fields are completed.
- 2 Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.
 - It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.
 - The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents".
 - To open and complete a form, simply click on the form's name to select the item and then click on the => button. This will move the document to the appropriate "Documents for Submission" box and the form will be automatically added to your application package. To view the form, scroll down the screen or select the form name and click on the "Open Form" button to begin completing the required data fields. To remove a form/document from the "Documents for Submission" box, click the document name to select it, and then click the <= button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.
 - All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.
- 3 Click the "Save & Submit" button to submit your application to Grants.gov.
 - Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button.
 - Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
 - The "Save & Submit" button will become active; click on the "Save & Submit" button to begin the application submission process.
 - You will be taken to the applicant login page to enter your Grants.gov username and password. Follow all onscreen instructions for submission.

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
* 3. Date Received: Completed by Grants.gov upon submission.	4. Applicant Identifier: _____	
5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____	
State Use Only:		
6. Date Received by State: _____	7. State Application Identifier: _____	
8. APPLICANT INFORMATION:		
* a. Legal Name: Beresford School District 61-2		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 46-6002216	* c. Organizational DUNS: 1935167880000	
d. Address:		
* Street1: 301 W. Maple St.	_____	
Street2:	_____	
* City: Beresford	_____	
County/Parish:	_____	
* State:	SD: South Dakota	
Province:	_____	
* Country:	USA: UNITED STATES	
* Zip / Postal Code: 57004-1796	_____	
e. Organizational Unit:		
Department Name: _____	Division Name: _____	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: _____	* First Name: Brian	_____
Middle Name:	_____	
* Last Name: Field	_____	
Suffix:	_____	
Title:	_____	
Organizational Affiliation: _____		
* Telephone Number: 605-763-4293	Fax Number: _____	
* Email: brian.field@k12.sd.us		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

* Title:

Office of Elementary and Secondary Education (OESE): Carol M. White Physical Education Program
CFDA Number 84.215F

13. Competition Identification Number:

84-215F2013-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

*** 15. Descriptive Title of Applicant's Project:**

Watchdogs and Wellness: Building on Success

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant SD-001

b. Program/Project SD-001

Attach an additional list of Program/Project Congressional Districts if needed.

[] Add Attachment [] []

17. Proposed Project:

* a. Start Date: 10/01/2013

* b. End Date: 09/30/2016

18. Estimated Funding (\$):

* a. Federal	879,680.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on []
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

- Yes
- No

If "Yes", provide explanation and attach

[] [] [] []

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: [] * First Name: Brian
Middle Name: []
* Last Name: Field
Suffix: []

* Title: Superintendent

* Telephone Number: 605-763-4293 Fax Number: []

* Email: brion.field@k12.sd.us

* Signature of Authorized Representative: [Signature] * Date Signed: 4-10-13

School Health Index Scorecards



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Modules/Questions

Overall Scorecard

Plan for Improvement

Overall Scorecard

For each module, an "X" appears where the module score falls. Use these scores to create a Plan for Improvement.

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1 - School Health and Safety Policies and Environment				X	
Module 2 - Health Education				X	
Module 3 - Physical Education and Other Physical Activity Programs				X	
Module 4 - Nutrition Services				X	
Module 5 - Health Services					
Module 6 - Counseling, Psychological, and Social Services					
Module 7 - Health Promotion for Staff					
Module 8 - Family and Community Involvement					

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Your School's SHI: Watchdogs

SHI Edition: SHI 2012 Created: 03/05/2013 Last Activity: 03/05/2013

Modules/Questions

Overall Scorecard

Plan for Improvement

Module 1: School Health and Safety Policies and Environment

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 1

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>Representative school health committee or team (CC.1)</u>			1		
2.	<u>Written school health and safety policies (CC.2)</u>	3				
3.	<u>Communicate health and safety policies to students, parents, staff members, and visitors (CC.3)</u>		2			
4.	<u>Positive school climate (CC.4)</u>	3				
5.	<u>Overcome barriers to learning (CC.5)</u>	3				
6.	<u>Enrichment experiences (CC.6)</u>			1		
7.	<u>Local wellness policies (CC.7)</u>	3				
8.	<u>Standard precautions policy (CC.8)</u>	3				
9.	<u>Professional development on meeting diverse needs of students (CC.9)</u>		2			
10.	<u>Prevent harassment and bullying (CC.10)</u>	3				
11.	<u>Active supervision (CC.11)</u>	3				
12.	<u>Written crisis response plan (CC.12)</u>	3				
13.	<u>Student involvement in decision-making (CC.13)</u>		2			
14.	<u>Access to physical activity facilities outside school hours (PA.1)</u>	3				
15.	<u>Adequate physical activity facilities (PA.2)</u>			1		

16.	<u>Prohibit using physical activity as punishment (PA.3)</u>	3				
17.	<u>Prohibit using food as reward or punishment (N.1)</u>		2			
18.	<u>Access to free drinking water (N.2)</u>	3				
19.	<u>All foods offered or sold during the school day meet strong nutrition standards (N.3)</u>		2			
20.	<u>All beverages offered or sold during the school day meet strong nutrition standards (N.4)</u>		2			
21.	<u>Foods offered outside school hours in high schools meet strong nutrition standards (N.5)</u>					n/a
22.	<u>Beverages offered outside school hours in high schools meet strong nutrition standards (N.6)</u>					n/a
23.	<u>Fundraising efforts during and outside school hours meet strong nutrition standards (N.7)</u>			1		
24.	<u>Advertising and promotion of foods and beverages (N.8)</u>		2			
	Column Totals	33	14	4	0	-

Total 51/66
Points/Maximum
Points
Module 1 score 77%

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

Description	Options
1 In the last five years we have made strong strides in meeting health and nutrition guidelines from where we started with a baseline	Edit Delete
2 We have eliminated almost all "unhealthy" food choices from vending machines	Edit Delete

Weaknesses

#	Description	Options
1	Fundraising efforts often are considered "non-healthy" food choices	Edit Delete

[Add Weakness](#)

Step 2: Recommended Actions

Action 1 [Edit](#) | [Delete](#)

Is Action 1 a top priority? Yes

Weakness(es)

1) Fundraising efforts often are considered "non-healthy" food choices

Recommended action

Work with coaches and other activity leaders to encourage the use of non-food or healthy food style fundraisers.

Rankings which best describe the action

Importance	4 = Somewhat Important
Cost	4 = Somewhat Expensive
Time	3 = Neither Time Consuming or Minimal Time
Commitment	4 = Somewhat Enthusiastic
Feasibility	4 = Somewhat Easy

Total Points: 19

[Add Action](#)

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[Modules/Questions](#)

Overall Scorecard

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Module 2: Health Education

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 2

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	Required health education course (CC.1)	3				
2.	Health education grading (CC.2)	3				
3.	Sequential health education curriculum consistent with standards (CC.3)		2			
4.	Active learning strategies (CC.4)		2			
5.	Opportunities to practice skills (CC.5)	3				
6.	Culturally-appropriate activities and examples (CC.6)		2			
7.	Assignments encourage student interaction with family and community (CC.7)		2			
8.	Credentialed health education teachers (CC.8)	3				
9.	Professional development in health education (CC.9)			1		
10.	Professional development in delivering curriculum (CC.10)				0	
11.	Professional development in classroom management techniques (CC.11)			1		
12.	Essential topics on physical activity (PA.1)	3				
13.	Essential topics on healthy eating (N.1)		2			
Column Totals		15	10	2	0	-

Total 27/39
Points/Maximum
Points
Module 2 score 69%

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

#	Description	Options
1	Overall we feel we have a strong curriculum that is experiential	Edit Delete

[Add Strength](#)

Weaknesses

#	Description	Options
1	We need to enhance professional development opportunities and especially increase participation in professional development oppornities	Edit Delete

[Add Weakness](#)

Step 2: Recommended Actions

Action 1 [Edit](#) | [Delete](#)

Is Action 1 a top priority? Yes

Weakness(es)

1) We need to enhance professional development opportunities and especially increase participation in professional development oppornities

Recommended action

We need to make attendance at health related professional development opportunities mandated.

Rankings which best describe the action

- Importance 5 = Very Important
 - Cost 5 = Very Inexpensive
 - Time 5 = Very Time Consuming
 - Commitment 5 = Very Enthusiastic
 - Feasibility 4 = Somewhat Easy
- Total Points: 24

Add Action

<< Previous Continue >>

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Modules/Questions

Overall Scorecard

Plan for Improvement

Module 3: Physical Education and Other Physical Activity Programs

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 3

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>225 minutes of physical education per week (PA.1)</u>			1		
2.	<u>Adequate teacher/student ratio (PA.2)</u>	3				
3.	<u>Sequential physical education curriculum consistent with standards (PA.3)</u>		2			
4.	<u>Information and materials for physical education teachers (PA.4)</u>			1		
5.	<u>Physical education grading (PA.5)</u>	3				
6.	<u>Prohibit exemptions or waivers for physical education (PA.6)</u>	3				
7.	<u>Students active at least 50% of class time (PA.7)</u>		2			
8.	<u>Individualized physical activity and fitness plans (PA.8)</u>	3				
9.	<u>Health-related physical fitness (PA.9)</u>		2			
10.	<u>Teachers avoid practices that result in student inactivity (PA.10)</u>		2			
11.	<u>Promote community physical activities (PA.11)</u>		2			
12.	<u>Certified or licensed physical education teachers (PA.12)</u>	3				
13.	<u>Address special health care needs (PA.13/A.1)</u>		2			
14.	<u>Physical education safety practices (S.1/PA.14/A.2)</u>		2			

15.	<u>Professional development for teachers (PA.15)</u>		2			
16.	<u>Participation in intramural programs or physical activity clubs (PA.16)</u>					n/a
17.	<u>Availability of interscholastic sports (PA.17)</u>		2			
18.	<u>Promotion or support of walking and bicycling to school (PA.18)</u>				I	
19.	<u>Training requirements for coaches (PA.19)</u>	3				
20.	<u>Physical activity facilities meet safety standards (S.2/PA.20)</u>		2			
21.	<u>Athletics safety requirements (S.3/PA.21)</u>		2			
Column Totals		18	22	3	0	-

Total 43/60
Points/Maximum Points
Module 3 score 72%

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

Description	Options
1 We have many of the recommended policies and procedures in place.	Edit Delete
2 We consistency utilize highly qualified staff.	Edit Delete

Weaknesses

Description	Options
1 Although we have many important policies and procedures in place we tend to go into lapses of enforcement.	Edit Delete

Add Weakness

Step 2: Recommended Actions

Action 1 [Edit](#) | [Delete](#)

Is Action 1 a top priority? Yes

Weakness(es)

1) Although we have many important policies and procedures in place we tend to go into lapses of enforcement.

Recommended action

We need to implement a stronger system of checks and balances ensure follow-through on all policies and procedures and that they are consistently enforced.

Rankings which best describe the action

- Importance 5 = Very Important
 - Cost 5 = Very Inexpensive
 - Time 2 = Somewhat Minimal Time
 - Commitment 4 = Somewhat Enthusiastic
 - Feasibility 2 = Somewhat Difficult
- Total Points: 18

Add Action

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Modules/Questions

Overall Scorecard

Plan for Improvement

Module 4: Nutrition Services

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 4

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	Breakfast and lunch programs (N.1)	3				
2.	Variety of foods in school meals (N.2)	3				
3.	Healthy food purchasing and preparation practices (N.3)		2			
4.	A la carte offerings include healthy food and beverage items (N.4)					n/a
5.	Sites outside cafeteria offer healthy food and beverage items (N.5)					n/a
6.	Promote healthy food and beverage choices (N.6)			1		
7.	Adequate time to eat school meals (N.7)		2			
8.	Collaboration between nutrition services staff members and teachers (N.8)			1		
9.	Degree and certification of nutrition services manager (N.9)	3				
10.	Professional development for nutrition services manager (N.10)	3				
11.	Clean, safe, pleasant cafeteria (S.1/N.11)		2			
12.	Preparedness for food emergencies (S.2/N.12)		2			
Column Totals		12	8	2	0	-

Total 22/30
Points/Maximum
Points
Module 4 score 73%

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

#	Description	Options
1	Overall our procedures and policies are in place and enforced.	Edit Delete

Add Strength

Weaknesses

#	Description	Options
1	We are weak in the promotion of healthy eating.	Edit Delete
2	We are weak in the area of cooperation between food service and classroom teachers	Edit Delete

Add Weakness

Step 2: Recommended Actions

Action 1 [Edit](#) | [Delete](#)

Is Action **1** a top priority? Yes

Weakness(es)

1) We are weak in the area of cooperation between food service and classroom teachers

Recommended action

A process for better communication and the sharing of information needs to developed.

Rankings which best describe the action

- Importance 4 = Somewhat Important
- Cost 5 = Very Inexpensive
- Time 2 = Somewhat Minimal Time
- Commitment 4 = Somewhat Enthusiastic
- Feasibility 3 = Neither Difficult or Easy
- Total Points: 18

Action 2 [Edit](#) | [Delete](#)

Is Action 2 a top priority? No

Weakness(es)

1) We are weak in the promotion of healthy eating.

Recommended action

The placement of food choices is not something we have significantly considered and must be reviewed.

Rankings which best describe the action

- Importance 4 = Somewhat Important
- Cost 2 = Somewhat Inexpensive
- Time 2 = Somewhat Minimal Time
- Commitment 4 = Somewhat Enthusiastic
- Feasibility 3 = Neither Difficult or Easy
- Total Points: 15

Add Action

<< Previous Continue >>

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South Dakota does
not have a Single
State Point of Contact
(SPOC)

BERESFORD SCHOOL DISTRICT GEPA STATEMENT

The Beresford School District will make all assurances that the Carol M. White PEP Grant application will comply with all provisions of the Department of Educations' General Education Provision Act, Section 427. Beresford School District ensures equitable access to and participation in all of its programs, including those assisted by Federal Funds, through a series of School Board Policies and related Administrative Regulations. The pertinent policies may be accessed via the District website at: <http://www.beresford.k12.sd.us> where links and regulations are on the homepage.

Policy AC-P2: Nondiscrimination

Policy JB: Equal Educational Opportunities

Policy JF: Students Rights and Responsibilities

For the 2013 PEP grant application, allowing access to physical education activities to students with disabilities were addressed by including a special education teacher to serve on the Professional Development Training Team. The Special Education teachers, in addition to making budget recommendations for equipment that provides accommodations, will attend professional development training with Physical and Health Education staff, to then provide district wide training for other teachers working with students with disabilities.

In addition, handicapped accessible equipment was included:

1. For outdoor education
2. Fitness equipment and strength training machines
3. Cardiovascular fitness activities and heart rate monitoring

Students with identified learning disabilities receive Special Education Services delineated with their Individual Education Plans, under which access to instruction by teachers who have participated in staff development activities are available under the PEP Grant project will be provided.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

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Beresford School District
Watchdogs and Wellness: Building on Success
Budget Narrative
Year 1

Federal Funds

- 1. Personnel:** Federal funds are requested to pay the salary for the Project Director 1.0 FTE.

The Project Director will have oversight of the program, provide supervision, recruitment, and training of program liaisons. The Project Director will be directly responsible for coordination of all contact with the federal program officer, planning of professional development, and leading all grant reporting requirements. The Project Director will lead all efforts in evaluation and assessment. Federal funds are requested to pay summer youth programming staff. These staff members will help develop, instruct, supervise, and assess new summer programming to be offered through the Building of Success project. Summer staff will be paid at \$20/hour with an estimate of 500 hours (Project Goals 1, 2, 3, 5). Federal funds are requested to pay after-school program staff. These staff member will develop, instruct, supervise, and assess the new before and after-school programming being offered through the Building on Success program (Project Goals 1, 2, 3, 5). After-school program staff will be paid \$20/hour with an estimate of 1000 hours. Federal funds are requested to pay 1/2 of salary for the PRCE Director .50 FTE. The PRCE Director will coordinate after-school and summer programming and staff evaluations. Federal funds are requested to pay substitute teachers so that school district staff can take part in professional development experiences. Substitute teachers are paid \$85/day with an estimate of 45 total sub days. Federal funds are requested to pay summer work stipends for PE staff members to conduct off-time work on PE curriculum revisions and professional development.

- 2. Fringe Benefits:** Federal funds are requested for fringe benefits for the Project Director. Federal funds are requested for ½ of fringe benefits for the PRCE Director. Fringe benefits calculated at 14% of salary.
- 3. Travel:** Grant guidelines require the Project Director and the Superintendent to attend an orientation meeting in Washington, D.C. during the first year of the grant. Federal funds are requested for program staff and leadership to attend the American Alliance for Health, Physical Education, Recreation, & Dance (AAHPERD) Convention (Project Goal 3, 4). This is an excellent opportunity for professional development and professional networking. All attendees will take part in the specialized Physical Best training for implementation of FitnessGram/PYFP while at the convention. Federal funds are requested for program staff and leadership to attend the SDAHPERD Conference (Project Goal 3 & 4). This is a great opportunity for these individuals to obtain professional development and network on a more local and regional level. Funding is requested for program staff and leadership to attend the CDAHPERD Conference. This conference provide an excellent opportunity for professional development and professional networking to learn about new and innovative methods and programs for develop youth physical education, nutrition education, fitness and wellness (Project Goal 3 & 4).
- 4. Equipment:** The Building on Success team determined the equipment needed to meet the needs and requirements of our youth and to implement our new fitness and health-based program. The itemized list of equipment is attached to the budget and is divided into a physical activity specific category (Project Goal 1 & 2), physical activity technology category (Project Goal 1, 2, 3, 5), fitness equipment, exergaming, SPARK Nutrition, and nutrition equipment category (Project Goal 1), outdoor/experiential equipment category, and fitness equipment category. At all levels, the program will utilize developmentally appropriate equipment that will improve the quality of physical activity/physical education programming, increase student's time in moderate to vigorous

physical activity, and provide for the creation of before and after school programming to increase physical activity opportunities. Specific emphasis was placed on lifetime fitness activities, physical fitness activities, and exergaming activities. Additional focus was on equipment that will allow students to self-monitor, and we included technology and software that will aid the teachers in assessment, monitoring, and record-keeping. We wanted equipment that could be utilized by classroom education staff also, so that fun physical activities could become part of classroom routine and lesson plans.

5. **Supplies:** Federal funds are requested to purchase software updates to our current TriFit 700 fitness assessment equipment and curriculum. Federal funds are requested to purchase classroom and PE physical activity curricular materials to assist our staff in integrating physical activity into our traditional classrooms.
6. **Contractual:** If the Building on Success program is to be implemented successfully, specialized training will be required. Specifically, federal funds are requested for training to take place on the physical activity technology systems (Project Goal 1, 2, 3, 5). Federal funds are requested for the Physical Best Specialist Training at the National AAHPERD Convention. This training to provide comprehensive professional development to our staff and teachers (project goal 1, 3). Federal funds are requested for training specific for all staff on the integration of physical activity into the traditional classroom setting.
7. **Construction:** None
8. **Other:** None
9. **Total Direct Cost:** The sum total of categories 1-8
10. **Indirect Cost:** None
11. **Training Stipend:** None
12. **Total Costs:** The sum total of the Direct and Indirect Costs

Non-Federal Funds

1. (b)(4)

2.

3.

4.

5.

6.

(b)(4)

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Beresford School District
Watchdogs and Wellness: Building on Success
Budget Narrative
Year 2

Federal Funds

- 1. Personnel:** Federal funds are requested to pay the salary for the Project Director 1.0 FTE.

The Project Director will have oversight of the program, provide supervision, recruitment, and training of program liaisons. The Project Director will be directly responsible for coordination of all contact with the federal program officer, planning of professional development, and leading all grant reporting requirements.

The Project Director will lead all efforts in evaluation and assessment. Federal funds are requested to pay summer youth programming staff. These staff members will help develop, instruct, supervise, and assess new summer programming to be offered through the Building on Success project. Summer staff will be paid at \$20/hour with an estimate of 1000 hours (Project Goals 1, 2, 3, 5). Federal funds are requested to pay after-school program staff. These staff member will develop, instruct, supervise, and assess the new before and after-school programming being offered through the Building on Success program (Project Goals 1, 2, 3, 5). After-school program staff will be paid \$20/hour with an estimate of 2000 hours. Federal funds are requested to pay 1/2 of salary for the PRCE Director .50 FTE. The PRCE Director will coordinate after-school and summer programming and staff evaluations. Federal funds are requested to pay substitute teachers so that school district staff can take part in professional development experiences. Substitute teachers are paid \$85/day with an estimate of 45 total sub days. Federal funds are requested to pay summer work stipends for PE staff members to conduct off-time work on PE curriculum revisions and professional development.

- 2. Fringe Benefits:** Federal funds are requested for fringe benefits for the Project Director. Federal funds are requested for ½ of fringe benefits for the PRCE Director. Fringe benefits calculated at 14% of salary.
- 3. Travel:** Federal funds are requested for program staff and leadership to attend the American Alliance for Health, Physical Education, Recreation, & Dance (AAHPERD) Convention (Project Goal 3, 4). This is an excellent opportunity for professional development and professional networking. All attendees will take part in the specialized Physical Best training for implementation of FitnessGram/PYFP while at the convention. Federal funds are requested for program staff and leadership to attend the SDAHPERD Conference (Project Goal 3 & 4). This is a great opportunity for these individuals to obtain professional development and network on a more local and regional level. Funding is requested for program staff and leadership to attend the CDAHPERD Conference. This conference provides an excellent opportunity for professional development and professional networking to learn about new and innovative methods and programs for developing youth physical education, nutrition education, fitness and wellness (Project Goal 3 & 4).
- 4. Equipment:** The Building on Success team determined the equipment needed to meet the needs and requirements of our youth and to implement our new fitness and health-based program. The itemized list of equipment is attached to the budget and is divided into outdoor/experiential education and fitness equipment categories. At all levels, the program will utilize developmentally appropriate equipment that will improve the quality of physical activity/physical education programming, increase student's time in moderate to vigorous physical activity, and provide for the creation of before and after school programming to increase physical activity opportunities. Specific emphasis was placed on lifetime fitness activities, physical fitness activities, and adventure/experiential education.

- 5. Supplies:** Federal funds are requested for program maintenance costs such as replacement parts for fitness, physical activity, and outdoor/experiential equipment. Federal funds are requested for potential battery replacement needs in pedometers and heart rate monitors. Federal funds are requested for software updates on fitness assessment and evaluation equipment. Federal funds are requested to purchase classroom and PE physical activity curricular materials to assist our staff in integrating physical activity into our traditional classroom and after-school programming.
- 6. Contractual:** If the Building on Success program is to be implemented successfully, specialized training will be required. Specifically, federal funds are requested for training to take place on the outdoor/experiential education program integration. (Project Goal 1, 2, 3, 5). Federal funds are requested to provide updated training on our current implementation of the SPARK PE and SPARK After-School programming. Federal funds are requested for Federal funds are requested for PD specific for all staff on the integration of physical activity into the traditional classroom and after-school programming.
- 7. Construction:** None
- 8. Other:** None
- 9. Total Direct Cost:** The sum total of categories 1-8
- 10. Indirect Cost:** None
- 11. Training Stipend:** None
- 12. Total Costs:** The sum total of the Direct and Indirect Costs

Non-Federal Funds

1.	(b)(4)
2.	
3.	
4.	
5.	
6.	

(b)(4)

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Beresford School District
Watchdogs and Wellness: Building on Success
Budget Narrative
Year 3

Federal Funds

- 1. Personnel:** Federal funds are requested to pay the salary for the Project Director 1.0 FTE.

The Project Director will have oversight of the program, provide supervision, recruitment, and training of program liaisons. The Project Director will be directly responsible for coordination of all contact with the federal program officer, planning of professional development, and leading all grant reporting requirements. The Project Director will lead all efforts in evaluation and assessment. Federal funds are requested to pay summer youth programming staff. These staff members will help develop, instruct, supervise, and assess new summer programming to be offered through the Building on Success project. Summer staff will be paid at \$20/hour with an estimate of 1000 hours (Project Goals 1, 2, 3, 5). Federal funds are requested to pay after-school program staff. These staff member will develop, instruct, supervise, and assess the new before and after-school programming being offered through the Building on Success program (Project Goals 1, 2, 3, 5). After-school program staff will be paid \$20/hour with an estimate of 2000 hours. Federal funds are requested to pay 1/2 of salary for the PRCE Director .50 FTE. The PRCE Director will coordinate after-school and summer programming and staff evaluations. Federal funds are requested to pay substitute teachers so that school district staff can take part in professional development experiences. Substitute teachers are paid \$85/day with an estimate of 45 total sub days. Federal funds are requested to pay summer work stipends for PE staff members to conduct off-time work on PE curriculum revisions and professional development.

- 2. Fringe Benefits:** Federal funds are requested for fringe benefits for the Project Director. Federal funds are requested for ½ of fringe benefits for the PRCE Director. Fringe benefits calculated at 14% of salary.
- 3. Travel:** Federal funds are requested for program staff and leadership to attend the American Alliance for Health, Physical Education, Recreation, & Dance (AAHPERD) Convention (Project Goal 3, 4). This is an excellent opportunity for professional development and professional networking. Federal funds are requested for program staff and leadership to attend the SDAHPERD Conference (Project Goal 3 & 4). This is a great opportunity for these individuals to obtain professional development and network on a more local and regional level. Funding is requested for program staff and leadership to attend the CDAHPERD Conference. This conference provides an excellent opportunity for professional development and professional networking to learn about new and innovative methods and programs for developing youth physical education, nutrition education, fitness and wellness (Project Goal 3 & 4).
- 4. Equipment:** None
- 5. Supplies:** Federal funds are requested for program maintenance costs such as replacement parts for fitness, physical activity, and outdoor/experiential equipment. Federal funds are requested for potential battery replacement needs in pedometers and heart rate monitors. Federal funds are requested for software updates to our fitness assessment and evaluation technology. Federal funds are requested to purchase classroom and PE physical activity curricular materials to assist our staff in integrating physical activity into the traditional classroom and after-school/summer programming.
- 6. Contractual:** If the Building on Success program is to be implemented successfully, specialized training will be required. Federal funds are requested for training specific for all staff on the integration of physical activity into the traditional classroom setting.
- 7. Construction:** None

8. **Other:** None

9. **Total Direct Cost:** The sum total of categories 1-8

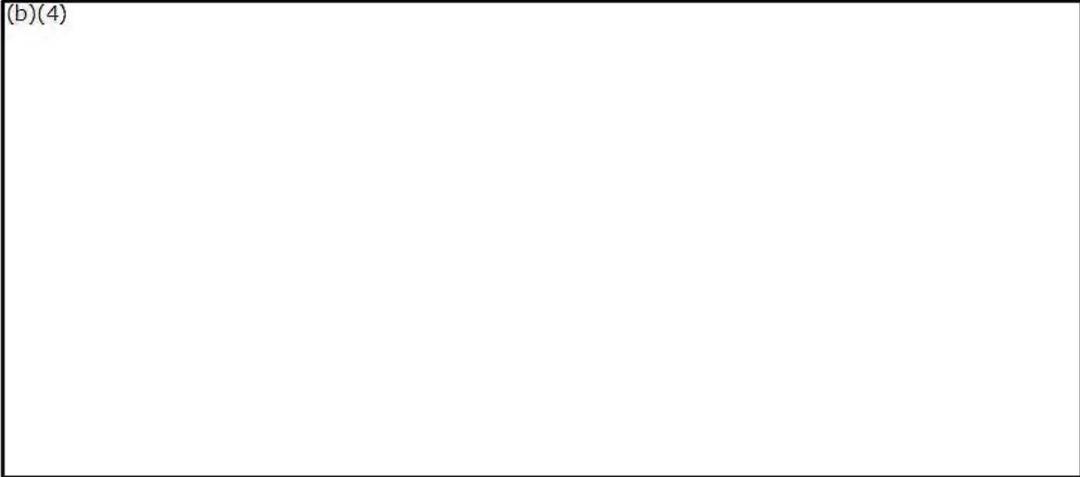
10. **Indirect Cost:** None

11. **Training Stipend:** None

12. **Total Costs:** The sum total of the Direct and Indirect Costs

Non-Federal Funds

I. (b)(4)



(b)(4)

2.

3.

4.

5.

6.

7.

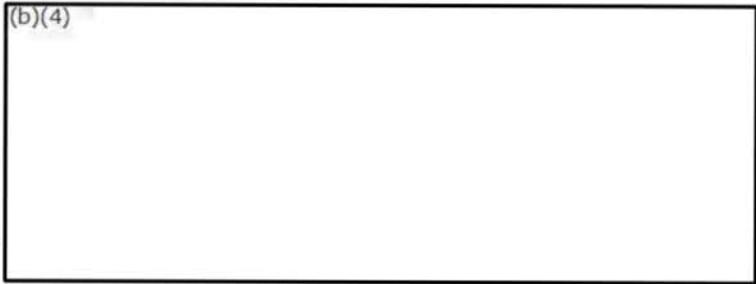
8.

9. (b)(4)

10.

11.

12.



Beresford School District
 Watchdogs and Wellness: Building on Success
 Budget Outline
 Year 1

<u>Year One</u>	<u>Federal Funds</u>	<u>Non-Federal Funds</u>	<u>Year One Cont.</u>	<u>Federal Funds</u>	<u>Non-Federal Funds</u>
Personnel		(b)(4)	Travel		(b)(4)
Summer Youth Programming Staff (\$20/hr at 500 hours)	10000		Required Grant Meetings	3500	
Project Director 1.0 FTE	40,000		State AAHPERD Conference	3000	
PRCE Director .50 FTE	10,000		CDAHPERD	5000	
Substitutes for teachers – \$85/day totaling 45 total sub days	3825		AAHPERD National Conference	8000	
School District Business Manager .20FTE (.20 x 50,000)			Equipment		
After-School Programming Staff (20hr x 1000 hours)	20,000		Physical Activity Equipment	14,605	
District Superintendent .10 FTE of 70,000			Fitness Equipment	162,100	
School District PE Staff (.10 FTE of 35000 x 3)			Physical Activity Technology Equipment	18,000	
Legends of Gold Staff (.10 FTE of 30,000 x 3)			Exergaming Equipment	58,800	
PE Staff Summer Work Stipend (2,000 x 3 PE staff)	6000		Nutrition Activity Equipment	7375	
Fringe Benefits			SPARK Nutrition	1525	

Beresford School District
 Watchdogs and Wellness: Building on Success
 Budget Outline
 Year 2

<u>Year Two</u>	<u>Federal Funds</u>	<u>Non-Federal Funds</u>	<u>Year Two Cont.</u>	<u>Federal Funds</u>	<u>Non-Federal Funds</u>
Personnel		(b)(4)	Travel		(b)(4)
Summer Youth Programming Staff (\$20 x 1000 hours)	20000		State AAHPERD Conference	3000	
Project Director 1.0 FTE	40000		CDAHPERD	5000	
PRCE Director .5 FTE	12000		AAHPERD National Convention	8000	
Substitutes for teachers – \$85/day totaling 45 total sub days	3825		Equipment		
School Business Manager .20 FTE (.20 x 50,000)			Fitness Equipment	35,300	
After-School Programming Staff (\$20hr x 2000 hours)	40000		Outdoor/Experiential Education	99,540	
School District Superintendent .10 FTE (.10 x 70000)			Supplies		
School District PE Staff .10 FTE of 35000 x 3 staff			General office supplies		
Legends of Gold Staff (.10 FTE of 30,000 x 3)			Program Maintenance Costs	2000	
PE Staff Summer Work (2000 x 3 PE Staff)	6000		Proprietary Software	2000	
Fringe Benefits			Replacement Batteries	1000	
Project Director 1.0 FTE (.14 of	5600		Classroom Physical Activity Curricular	2000	

40000)			Materials		
PRCE Director .50 FTE (.14 of 24000)	1680	(b)(4)	Contractual		(b)(4)
School Business Manager .20 FTE (.14 x 10,000)			Classroom and PE Physical Activity Training	6000	
PE Staff Summer Work (.14 x 6000)	840		SPARK PE Training Updates	4000	
School District Superintendent .10 FTE of 70000			Beresford School District		
School District PE Staff (.10 FTE of 35000 x 3)			Outdoor/Experiential Education Training	3000	
After-School Programming Staff (.14 x 40000)	5600		City of Beresford Advertising Support Campaign		
Summer Youth Programming Staff (.14 x 20000)	2800		PRCE lead Family Fun Nights		
			City of Beresford Support for Installation of Ice Skating Rink		
			City of Beresford Support for Installation of World Trail Fitness Equipment		
			Legends of Gold		
			Construction	-----	
			Other	-----	
			Training Stipends	-----	
			Total Direct Costs	309,185	
			Indirect Costs	-----	
			Training Stipends	-----	
			TOTAL COSTS	309,185	

Beresford School District
 Watchdogs and Wellness: Building on Success
 Budget Outline
 Year 3

<u>Year Three</u>	<u>Federal Funds</u>	<u>Non-Federal Funds</u>	<u>Year Three Cont.</u>	<u>Federal Funds</u>	<u>Non-Federal Funds</u>
Personnel		(b)(4)	Travel		(b)(4)
Summer Youth Programming Staff (\$20 x 1000 hours)	20000		State AAHPERD Conference	3000	
Project Director 1.0 FTE	42000		CDAHPERD Convention	5000	
PRCE Director .50 FTE	14000		AAHPERD National Convention	8000	
School District Business Manager .20 FTE (.20 x 55000)			Equipment		
Substitutes for teachers – \$85/day totaling 45 total sub days	3825				
After-School Programming Staff (\$20hr x 2000 hours)	40000		Supplies		
School District Superintendent .10 FTE (.10 x 70000)			General office supplies		
School District PE Staff .10 FTE of 38000 x 3 staff			Replacement Batteries	1000	
Legends of Gold Staff (.10 FTE of 30,000 x 3)			Software Updates	2000	
PE Staff Summer Work (2,000 x 3 PE	6000		Classroom and PE Physical Activity Curriculum	2000	

staff)					
Fringe Benefits		(b)(4)		Program Maintenance Costs	2000 (b)(4)
Project Director 1.0 FTE (.14 of 42000)	5880			Contractual	
PRCE Director .50 FTE (.14 of 28000)	1960			PRCE Lead Family Fun Nights	
School District Business Manager .20 FTE (.14 x 11000)				Beresford School District	
School District Superintendent .10 FTE of 70000				City of Beresford Advertising Support Campaign	
School District PE Staff .20 FTE (.14 of 22800 x 3)				Legends of Gold	
PE Staff Summer Work (.14 x 6000)	840				
After-School Programming Staff (.14 x 40000)	5600			Classroom and PE Physical Activity Training	6000
Summer Youth Programming Staff (.14 x 20000)	2800			Construction	-----
				Other	
				Training Stipends	-----
				Total Direct Costs	171,905
				Indirect Costs	-----
				Training Stipends	-----
				TOTAL COSTS	171,905

Beresford School District
 Watchdogs and Wellness: Building on Success
 Equipment List
 Year 1

Fitness Equipment

Qty	Description	Unit Price	Total
8	Commercial-Grade Treadmill	5400	43200
4	Arc Full Total Body Trainer	5500	22000
4	FitLight Training Systems	3000	12000
1	Full Kettle Bell Set	1000	1000
1	Warrior Stonghold Anchor Station Pack	1400	1400
4	Upright Fitness Bike	2000	8000
4	Recumbent Fitness Bike	2500	10000
2	Summit Trainer	5200	10400
1	Selectorized Chest Press	2800	2800
1	Selectorized Triceps Press		
1	Selectorized Shoulder Press	2700	2700
1	Selectorized Biceps Curl	2400	2400
1	Selectorized Pec Fly	2900	2900
1	Selectorized Assist Dip/Chin	2800	2800
1	Selectorized Ab/Low Back	2800	2800
1	Selectorized Iso Lat Incline	2800	2800
1	Selectorized Lat/Row	2800	2800
1	Selectorized V-Squat	3200	3200
1	Body Bar Fitness Bar Storage Rack	200	200
1	Cardio Kids Elementary Complete Circuit	11000	11000
3	ClassPlus Commercial Urban Rebounder Pack	2300	6900
1	ClassPlus Ultrafit Stability Ball Pack	1800	1800
3	FitLight	3000	9000

Physical Activity Equipment

QTY	DESCRIPTION	UNIT PRICE	TOTAL
2	Tchoukball	600	600
3	ClassPlus AssessPro FitnessGram Testing Pack	2000	2000
2	Screamin Coated-Foam Dodgeball Pack	200	400
1	72" Premium Quality Cage Ball	250	250
1	Soaring Spider Set	350	350
4	New Age Curling Set	600	2400
1	Ultimate Scooter Game Pack	1600	1600
6	UltraNet Max Portable Net System	250	1500
1	Class Diamond Softball Pack Jr. High/High School	2000	2000
1	ClassPlus Rainbow Flag Football Pack	500	500
30	Brine Vantage Goggles	30	900
2	Cone Cart	180	360
1	Digital Measuring Wheel	200	200

1	String Wheel	55	55
10	Accusplit Survivor II Stopwatches	13	130
2	4.0 HP Inflator/Deflator	260	260
2	Air Compressor	300	600
2	Rainbow DuraBag Duffles X-Large	250	500

Physical Activity Technology Equipment

QTY	DESCRIPTION	UNIT PRICE	TOTAL
2	Team System 40 HR Monitor System	6000	12000
1	Ekho 1 Pedometer 300 pack	6000	6000

Nutrition Activity Equipment

QTY	DESCRIPTION	UNIT PRICE	TOTAL
3	Food Fat Attack Set	900	2700
2	Five for Life Teacher's Kit	250	500
2	BSAFE BFit Activities Kit	180	360
2	Active Academics Cardiopulmonary Challenge Set	85	170
5	Body Fat Vest	500	2500
1	Elementary Anatomy Poster Set	65	65
3	Myth Busters Posters Sets	80	240
2	Healthy Choices Prize Box	60	120
1	Simulated Diabetes Testing Lab	60	60
1	NutriPlay Nutringo Nutrition Bingo	300	300
1	NutriPlay Portion Pursuit	300	300

ExerGaming Equipment

QTY	DESCRIPTION	UNIT PRICE	TOTAL
2	DDR Classroom Edition 24-Player	18000	36000
2	Kinect Deluxe Systems	3400	6800
2	SportWall XerPro 2000	8000	16000

SPARK Nutrition Equipment

QTY	DESCRIPTION	UNIT PRICE	TOTAL
4	HKC Health Works Premier Kit	200	800
2	HKC Wellness Solutions Toolkit and Resources	375	725

Beresford School District
 Watchdogs and Wellness: Building on Success
 Equipment List
 Year 2

Physical Fitness Equipment

QTY	DESCRIPTION	UNIT PRICE	TOTAL
2	WorldTrail Fitness System	17000	34000
1	XLR8 Strength Bags	1300	1300

Outdoor/Experiential Equipment

Qty	Description	Unit	Total
	Brunton Orienteering Package	340	340
1	4 Way Tug of War Rope	300	300
1	ClassPlus Inline Skating Pack – High School	8400	8400
2	ClassPlus Mongoose Bicycle Pack	3200	6400
1	Class Plus Geocaching Pack	3000	3000
1	Ice Skate Package Middle School	2400	2400
1	Ice Skate Package – High School	2400	2400
1	Hockey Goal Set	500	500
1	Ice Skate Rink Package	50,000	50,000
1	Roller Ski Package -	3000	3000
1	Youth Archery Package	3000	3000
1	Class Plus InLine Skating Package – MS	8400	8400
1	Class Plus InLine Skating Package – HS	8400	8400
1	Class Plus Indoor-Outdoor Casting Packs	700	700
1	Fly Fishing Package	800	800
1	Cross Country Ski Boot Package	1500	1500

Beresford School District
 Watchdogs and Wellness: Building on Success
 Equipment List
 Year 3

Outdoor/Experiential Equipment

Qty	Description	Unit	Total
1	Outdoor Low Element (10 Element) Challenge Course	45,000	45,000
1	Outdoor High Element (6 Element) Challenge Course	80,000	80,000
1	Outdoor 3-Pole Climbing Tower with 4 Climbing Routes	50,000	50,000
1	40" Indoor Transverse Climbing Wall	10,000	10,000
1	Two Sided Outdoor Climbing Walls	6800	6800
1	40" Ultraverse Safety Close Mat System	2500	2500

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Beresford School District 61-2

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	89,825.00	121,825.00	125,825.00			337,475.00
2. Fringe Benefits	12,060.00	16,520.00	17,080.00			45,660.00
3. Travel	19,500.00	16,000.00	16,000.00			51,500.00
4. Equipment	262,405.00	134,840.00				397,245.00
5. Supplies	4,000.00	7,000.00	7,000.00			18,000.00
6. Contractual	10,800.00	13,000.00	6,000.00			29,800.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	398,590.00	309,185.00	171,905.00			879,680.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	398,590.00	309,185.00	171,905.00			879,680.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Beresford School District 61 2	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Scott		Klungseth	

Address:

Street1:	301 W. Maple St.
Street2:	
City:	Beresford
County:	
State:	SD: South Dakota
Zip Code:	57004
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
605-228-3540	

Email Address:

scott.klungseth@k12.sd.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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