



CIRCLE OF
WELLNESS

OCT. 24 or OCT. 25, 2019

Hershey Country Club in Hershey, Pa.




PennState
PRO Wellness



KOHL'S
cares.



Welcome to Kohl's: Circle of Wellness Workshop

Welcome to the Kohl's:  CIRCLE OF WELLNESS Workshop! We have gathered an incredible group of dynamic and engaging presenters to share their experiences and knowledge. In addition, we have arranged the agenda to maximize your opportunities for learning, collaborating and planning for your school's success in the Circle of Wellness Program! We have also included plenty of time and resources for your own physical and mental self-care throughout the event.

Overall child health is essential to creating the greatest opportunities for the children we serve; their well-being is tied to academic performance, happiness and future success. That is why we modeled this year's training around the **Whole School, Whole Community, Whole Child (WSCC)** framework [model on right], a collaborative approach to learning and health developed by credible professionals. Every session and activity fair station today is aligned with at least one of the ten WSCC components, with a particular focus on mental health.

As a participant in the Kohl's: Circle of Wellness Program, your goal is to apply one wellness activity and/or program discussed today within your own school. Penn State PRO Wellness will continue to provide technical assistance and resources to help you realize your selected goal. Our ultimate goal is to promote cultural and climate awareness that will lead to the selection and realization of an actionable item that involves your community. According to the WSCC model, while the school may be a hub (where students spend most of their waking hours), schools also continue to be a reflection of their larger community. Additionally, schools require community input, resources and collaboration in order to best support students. The alignment, integration and collaboration between school and community sectors are needed to improve each child's learning and health.

We challenge you to:

- Take what you learn during the workshop and **disseminate the information across your school/district** (i.e. Student Assistance Program (SAP) teams and Wellness Councils).
- **Involve the community** through the selection and realization of your actionable item.

Penn State PRO Wellness will facilitate and support community engagement activities through technical assistance, resources and stipend support. We encourage you to plan and/or complete all activities by the end of the 2019-2020 school-year. Our intent is to assist you in making sustainable changes while also increasing your community engagement efforts.

We appreciate your valuable time with us at the Kohl's: Circle of Wellness Workshop, and we hope you enjoy today's workshop and year-long program. If you have questions, please find a Penn State PRO Wellness staff member. We are happy to help!

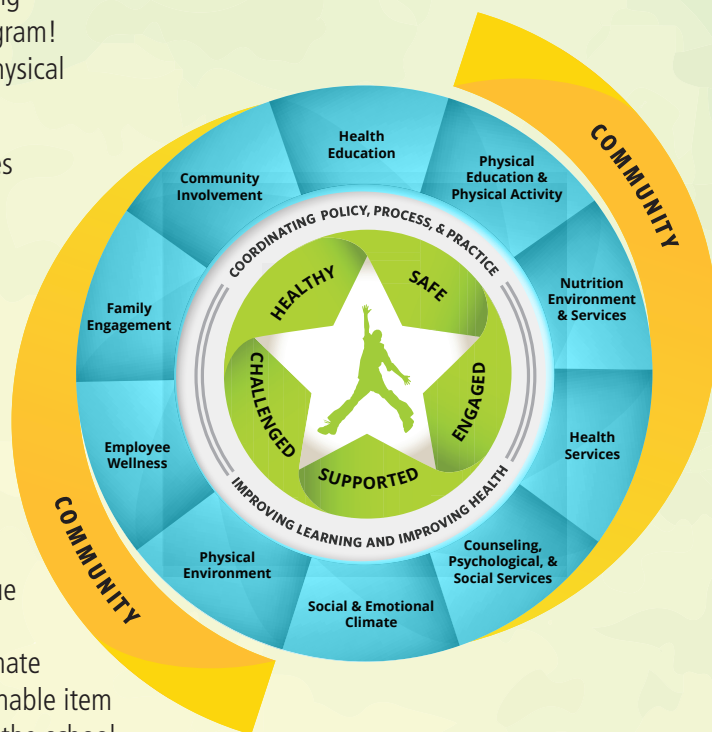
Sincerely,

Penn State PRO Wellness



PennState
PRO Wellness

WHOLE SCHOOL,
WHOLE COMMUNITY,
WHOLE CHILD



Program sponsored by

KOHL'S  **cares**

Agenda

7:30 – 8:00 a.m. REGISTRATION

8:00 – 8:30 a.m. WELCOMING REMARKS | Krista Pattison
Training Logistics & WSCC Overview

8:30 – 9:30 a.m. SESSION 1 | Dr. Perri Rosen & Dr. Dana Milakovic
Best Practices in School-wide Mental Health

9:30 – 9:45 a.m. PHYSICAL ACTIVITY BREAK

9:45 – 10:45 a.m. SESSION 2 | Francesca Pileggi
Student Initiated Wellness and Characteristics of a Healthy Community

10:45 a.m. – Noon
ACTIVITY STATIONS
Goal Setting and Action Planning
Let's Get Moving
Prevention
Rethink your Drink
Social Media Q&A
Tasting Panel for Smart Snack Options

11:00 a.m. – Noon LUNCH
(Activity Stations continue during lunch)

Noon – 1:00 p.m. SESSION 3 | Kara Bowers
Employee Wellness and Self-Care

1:00 – 1:15 p.m. PHYSICAL ACTIVITY BREAK

1:15 – 2:15 p.m. SESSION 4 | Marisa Vicere
Mind Matters: The Power of Mindfulness, Hardiness, and Positive Mindset

2:15 – 2:30 p.m. CLOSING
Complete Training
Evaluation & Giveaways!



**View details
about sessions
and speakers
on pages 4-7**

Session Overview

Session 1 | Dr. Perri Rosen & Dr. Dana Milakovic

Best Practices in School-wide Mental Health

WSSC Component(s): Social and Emotional Climate

In this presentation, you will learn about essential components of school mental health that are applicable at the universal (Tier 1) level. In connecting these components with recent school safety legislation (i.e., Act 44, Act 18), the presenters will highlight resources in the areas of school climate, social-emotional learning, trauma-informed practices, and suicide prevention. They will also describe key steps in advancing universal school mental health using the assessments found through the Center for School Mental Health's SHAPE System website.

Objectives:

1. Learn the essential components of school mental health
2. Connect these components with recent school safety legislation
3. Learn how to advance universal school mental health using assessment data

Goal: Identify a "team" to register on the Center for School Mental Health's website, and complete one of the SHAPE system assessments. This will be a foundational step in moving your school mental health efforts forward, as data from these assessments can be used to help schools apply for Act 44 school safety dollars that can be used for school mental health efforts.



Dr. Perri Rosen

Project Director at the Garrett Lee Smith Youth Suicide Prevention Grant

Dr. Perri Rosen is Project Director of the Garrett Lee Smith Youth Suicide Prevention grant, a SAMHSA-funded grant awarded to the Pennsylvania Office of Mental Health and Substance Abuse Services at the Department of Human Services in Harrisburg, Pennsylvania. This grant is focused on suicide prevention awareness, training, screening, and intervention for youth ages 10-24 throughout the Commonwealth. She is also a Nationally Certified School Psychologist and a Pennsylvania certified Special Education teacher. Additionally, she sits on the Executive Board of the Association of School Psychologists of Pennsylvania, and she is a trainer-of-trainers in Question, Persuade, Refer (QPR) and a certified instructor in Youth Mental Health First Aid.



Dr. Dana Milakovic, Mental Health/AOD Specialist

Dr. Dana Milakovic is the Mental Health/Alcohol and Other Drug Specialist with the Office of Safe Schools at PDE. Her training and work have focused on functional neuropsychological practices in school and clinical setting with a focus on improving outcomes of students, families, and educational teams. Her assessment, supervision, consultation, and training have focused on assessing and understanding cognitive development; as well as, how to address behaviors, social learning, and academics in children with an atypical neurocognitive profile. Her current focus is on applying neuropsychological research to mental health integration in schools, trauma-sensitive schools, school climate, substance abuse disorders, and improving mental health services for children across Pennsylvania.

Session 2 | Francesca Pileggi

Student Initiated Wellness & Characteristics of a Healthy Community

WSCC Component(s): Physical Environment, Community Involvement, Health Services and Social & Emotional Climate

Learn about Aavidum, the four characteristics of a healthy community, and how these relate to overall school culture and wellness. Learn examples of different campaigns students and schools have run to bolster these characteristics within their schools.

Objectives:

1. Learn about Aavidum and receive information about implementing its healthy school culture initiative
2. Gain an understanding of protective factors that contribute to student wellness and healthy school culture
3. Be introduced to concrete ways to promote these protective factors in schools
4. Understand how to empower and engage students to authentically incorporate student voice into initiatives

Goal: Each school implements at least one healthy community program in the 2019-2020 school year.

Francesca Pileggi, Executive Director of Aavidum

Francesca Pileggi has been active in suicide prevention efforts since losing two family members to suicide and dealing with her own mental health issues as a teenager and young adult. She got involved with Aavidum in 2010, became the Director of Programs in 2013, and transitioned to Executive Director in 2016. Francesca earned her Masters Degree in Counseling Psychology in 2014 and began working as a high school counselor at Archmere Academy in Delaware. She is a public speaker, certified peer specialist, certified QPR Master Trainer, Prevent Suicide PA Board Member, and Chester County Suicide Prevention Task Force member.



Session 3 | Kara Bowers

Employee Wellness and Self-Care

WSCC Component(s): Employee Wellness and Physical Environment

Learn why self-care and wellness are critical for the future of academia. We will practice self-care techniques and discover employee wellness strategies that can be used to disseminate wellness across schools. We will also create plans to enhance teacher well-being in your school.

Objectives:

1. Understand why self-care and wellness are important for educators
2. Practice deep breathing and mindfulness to relieve stress
3. Identify employee wellness strategies that can be adopted and implemented in schools

Goals:

1. Representatives will share employee wellness ideas and strategies with other district teachers to gauge preference in initiatives.
2. Representatives will talk to school administrators about feasible steps to emphasize the importance of a sound, employee wellness program that promotes resilience and health and actively fights teacher burnout.

Kara Bowers, Project Manager at Penn State PRO Wellness

Kara Bowers is a registered dietitian and holds a B.S. in nutrition and dietetics from Messiah College. Currently, she serves as project manager for Penn State PRO Wellness and utilizes her background as a school district nutritionist to promote health using food psychology strategies. She has spent the past three years working with Boy Scouts of America to implement a culture of wellness, which aims to create a supportive nutrition environment and increase opportunities for physical activity at camp. Kara has published an article in Preventative Medicine and has been featured in more than a dozen news outlets, including local television stations and US World News and Reports.



Overview continued

Session 4 | Marisa Vicere

Mind Matters: The Power of Mindfulness, Hardiness and Positive Mindset

WSCC Component(s): Social and Emotional Climate

All of us will face adversity at some point in our lives. The ability to identify sources of stress and learn practical and healthy ways to cope can help individuals thrive in the face of challenges. Through this interactive course, participants will learn how to help students identify sources of stress and practice a variety of techniques to help build mindfulness, hardiness and a positive mindset.

Objectives:

1. Define and identify sources of stress
2. Develop a deeper understanding of how hardiness, mindfulness, and a positive mindset build resilience
3. Practice a variety of techniques to help reduce stress and build resilience
4. Utilize the four most powerful questions to explore interests and plan for the future

Goal: Download the curriculum and brainstorm ways to implement within the school.



Marisa Vicere, *President of Jana Marie Foundation*

Marisa Vicere is the founder and president of the Jana Marie Foundation which was established in 2012 following the loss of her sister Jana to suicide. That experience catalyzed her commitment to helping young people navigate their teen years and educating parents and community members about mental health and suicide prevention. Her background in marketing and childhood sports development has helped in designing and implementing numerous programs, including Candid

Conversations a video series for parents and caregivers; Embrace! and Ignite! wellness programs for teens; Mokita® Dialogue sessions that address important but often-ignored issues faced by the community; and the Stompers Project®—a major community initiative that uses art to promote mental wellness. Marisa also serves as chair of the Centre County Suicide Prevention Taskforce and is a board member of Prevent Suicide PA. She is a certified instructor for Adult and Youth Mental Health First Aid and QPR Suicide Prevention for Gatekeepers. Marisa holds a B.S. in Business Administration from Susquehanna University and an MBA from the Penn State Smeal College of Business.

Activity Stations



Goal Setting and Action Planning

WSCC Component(s): Physical Environment and Health Services

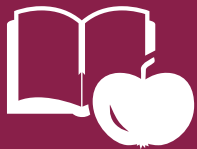
Learn more about the Circle of Wellness program – including how to set goals and create your action plan!



Let's Get Moving

WSCC Component(s): Physical Education and Physical Activity

Join **Elizabeth Hivner** to discuss the numerous benefits of adding physical activity in the classroom and its positive impacts on the learning environment and student health. Effectively implementing physical activity in the classroom can be a challenge for teachers without support and resources. This session will provide participants with the latest classroom physical activity research and resources to help teachers effectively implement active learning and brain breaks in the classroom.



Prevention

WSCC Component(s): Physical Environment and Health Services

Visit this table to receive Penn State PRO Wellness health education materials, including infographics and learn more about PRO Wellness.



Rethink your Drink

WSCC Component(s): Nutrition Environment & Services and Health Education

The Rethink Your Drink health education tool provides a visual example of the sugar consumed when drinking sugar-sweetened beverages. Visit this station to learn how to recreate this tool for your classroom.



Social Media Q&A

WSCC Component(s): All

Attention social media novices or gurus! – Join **Abbey Kinard** to discuss tips and tricks for enhancing wellness activities with a social media presence.



Tasting Panel for Smart Snack Options

WSCC Component(s): Employee Wellness, Nutrition Environment and Services

Join **Angela Schlegel** and **Nidesh Lamichhane** as they demonstrate easy steps to create healthy school snack options!

Timeline

OCTOBER

Attend Workshop

- Participate in workshop
- Begin goal and objective development
- Complete Workshop Evaluation

NOVEMBER

Get your School Involved

- Disseminate workshop information to school team
- Utilize Publicity Toolkit to promote workshop participation
- Develop Action Plan and Budget using website resources

DECEMBER

JANUARY

Check-in with Penn State PRO Wellness

Complete online templates sent via email by Feb. 28, 2020 to receive stipend support.

- Goals/Objectives
- Action/Budget Plan
- Evaluation Plan

FEBRUARY

MARCH

Technical Assistance

- Utilize Kohl's Circle of Wellness website for training materials and additional resources.
- Utilize Publicity Toolkit to promote community engagement plan.

JULY

AUGUST

Final check-in with Penn State PRO Wellness

Complete final evaluation by Aug. 15, 2020 to receive a gift card.

- Kohl's Circle of Wellness Final Evaluation

Developing Goals & Objectives

Goals and objectives provide a solid foundation to help plan and guide an action item. Without well written goals and objectives, it is difficult to measure progress in implementing the plan and the impact the program is having on students, staff and the community.

Goals help to establish the overall direction and focus of a program, define the scope of what the program should achieve, and serve as the foundation for developing program objectives. Goals should be simple and concise and should include two basic components: *who will be affected*, and *what will change as a result of the program*.

Objectives are statements that describe program results to be achieved and how they will be achieved. Objectives are more precise and specific than goals, should have specific timelines for accomplishment (e.g., by the end of year one), and must clearly align with your goals. An objective might outline in measurable terms certain changes that will occur in the student population at a given time point due to participation in the program.

Well-written objectives help set program priorities and targets for progress and accountability. Check if your objectives are SMART to help ensure that they are specific and can be measured. Below [bottom, left] is a list of questions to ask yourself when writing SMART objectives.

Keywords:

- A **goal** is a broad statement of purpose that describes the long-term (e.g., five or more years) result or impact of your program.
- **Objectives** are statements that describe program results to be achieved and how they will be achieved.

Writing SMART Objectives:

S

SPECIFIC: **Who** (e.g., target population and persons doing the activity) and **what** (e.g., action or activity)?

M

MEASURABLE: **How much** change is expected as a result of your program?

A

ACHIEVABLE: Can this be **realistically accomplished** given current resources and constraints?

R

REALISTIC: Is it **possible** to achieve this objective?

T

TIME-BASED: **When** will it be accomplished?

Goals & Objectives Template:

GOAL:

OBJECTIVE A:

OBJECTIVE B:

Developing an Action Plan

The action plan will be used as a guide for the implementation of activities that support the overall goals and objectives of a program.

Helpful hints:

- Activities should occur over the course of a school year.
- Consider the audience the proposed activity will reach. Be sure to include enough variety in activities so that all of the intended audiences are addressed. This could mean an activity that reaches multiple age groups, or different activities that are specific to a smaller age range.
- Resources could include personnel, money, and space, among others.
- Barriers could include space, support, money, personnel, among others. Think critically about how those barriers could be overcome to create an achievable action plan!
- Considering how to best communicate the activity, and any opportunities it creates for involving the school community, will help achieve the desired participation rates, adequate support, and the needed resources.
- Sustainability is key!

Notes:

Develop a Budget:

Once the types of activities, staffing requirements, facility and equipment requirements, and a schedule for activities have been determined, it is time to establish a realistic and feasible budget. Examine the activities identified and determine the costs associated with implementing each activity and the source of funding for each activity. This can include salary for an instructor, equipment needed to participate in the activity, resources for instructors, or resources for teachers leading physical activity breaks in their classrooms. Identifying the costs may assist in prioritizing spending and resources to develop a program. Use the action planning template to organize your budget information.

Notes:

Action Plan Template

GOAL:							
OBJECTIVE 1:							
Identify tasks, activities or strategies to be accomplished	Task Leader	Start Date	Deadline	Resources needed for implementation	Communication Strategies	Budget <i>(cost of implementation)</i>	

Action Plan Template

GOAL:

OBJECTIVE 2:

Identify tasks, activities or strategies to be accomplished	Task Leader	Start Date	Deadline	Resources needed for implementation	Communication Strategies	Budget (cost of implementation)

Evaluation Planning

Why evaluate? Program evaluation involves collecting information about how a program operates and what a program has accomplished, and is used to determine the strengths and areas for improvement of a program. In other words, program evaluation is used to:

- describe, understand and plan programs
- document what has happened in programs
- improve programs

Data Sources:

During the process of selecting indicators to measure success in reaching outcomes, think about the data sources that might be used to substantiate that success.

- Many types of data are already collected by the school, making them an easy source of data to determine success in the program/activity.
Ex., attendance data; breakfast or lunch program participation rates
- Some data sources are not in existence prior to a program/activity's implementation and plans for collecting this data will need to be made prior to starting the program/activity.
Ex., participation in a new after school physical activity program.

Methods of Data Collection:

- Questionnaires
- Interviews
- Focus group
- Review of existing documents or data
- Observation

Things to consider when selecting a new or existing data source:

- Is there pre-existing or already-being-collected data available for your use?
- Does the data source you intend to use truly support the indicator?
- What resources will be required to collect the data (i.e., time, personnel, money, tools)?

Types of Evaluation:

- **Process evaluation** occurs during implementation and is used to describe the who, what, when, where and how much of program activities.
- **Outcome evaluation** includes the collection of information that describes what happened as a result of program activities.

Evaluation Plan Components:

- **Outcomes** – What is expected as a direct result of implementing a program/activity.
 - Time frames for outcomes
 - › Short (1-3 years)
 - › Intermediate (3-5 years)
 - › Long-term (4-6 years)
- School level outcomes vs. individual level outcomes
 - School level outcomes reflect an intended change related to the offering of opportunities, events or activities.
 - Individual level outcomes represent a change in a specific action performed by an individual who was reached by the program/activity.
- **Indicators** – The evidence that will be used to show the impact of the program/activity.

Notes: _____

Evaluation Plan Template

GOAL:			
OBJECTIVE	OUTCOME(S)	INDICATOR(S)	DATA SOURCE(S)
OBJECTIVE A:			
OBJECTIVE B:			



PennState
PRO Wellness



KOHL'S
cares

