

SAYD Health-Safety, and Well-Being Assessment (Level 2) Program Handbook

SAYD Competencies	<u>HSW1</u> : Identifies and articulates all aspects of relationships, resources and programs that provide physical and emotional safety to SAY.
Original Gateways SAYD Benchmarks	2-4A20, 2-4A21, 2-4B1, 2-4B2, 2-4B3, 2-4B4, 2-4B5, 2-4B9
IPTS	1A, 2A, 2C, 3A, 4Q, 5G, 9L, 11C, 11D, 11K
NAA	1, 2, 16, 18, 30
COA	3.04, 4.02, 4.05, 7.01-7.04, 8.01-8.08, 9.03-9.10, 10.01, 10.03, 11.02
ACT Now	1.5, 3.1-3.8, 4.1-4.6, 5.3, 10.1, 10.2, 10.4, 16.2, 17.6, 18.1, 18.4, 22.1-22.4, 24.1-24.10, 25.1-25.5, 28.1, 30.2

Assessment Guidelines

Establishing healthy, safe environments for school-age and youth is an essential part of the professional’s role. These environments are a critical component of support children’s development and learning in each area, as well as their well-being. In this assessment, develop a presentation that provides an overview of the standards and guidelines that supportive effective program development as well as why the legal and ethical role of a school-age and youth professional.

Instructions:

Develop a presentation using PowerPoint (or another presentation format of your choice). In your presentation, provide an overview of the following:

- Local, state, and federal standards, regulations, and guidelines and resources that inform and support school-age and youth’s health, safety and wellness within an effective SAY program.
- Legal and ethical roles, responsibilities, and boundaries of a school-age and youth development practitioner when confronted with crisis situations involving school-age and youth and families.

Assessment Rubric (pulled from SAYD Master Rubrics)

SAYD Health-Safety, and Well-Being Assessment (Level 2): Program Handbook Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD HSW1</u>: Identifies and articulates standards, regulations, guidelines and legal and ethical roles and behaviors supportive of SAY self-concept.</p> <p>SAYD: 2-4A20, 2-4A21, 2-4B1, 2-4B2, 2-4B3, 2-4B4, 2-4B5, 2-4B9</p> <p>NAA: 1, 2, 16, 18, 30</p> <p>IPTS: 1A, 2A, 2C, 3A, 4Q, 5G, 9L, 11C, 11D, 11K</p>	Identifies local, state, and federal standards, regulations, and guidelines and resources that inform and support school-age and youth’s health, safety and wellness.	Identifies local, state, and federal standards, regulations, and guidelines and resources that inform and support school-age and youth’s health, safety and wellness.	Identifies local, state, and federal standards, regulations, and guidelines and resources. Identifies legal and ethical roles, responsibilities, and boundaries of a school-age and youth development practitioner when confronted with crisis situations involving school-age and youth and families. Identifies the relationship	Inaccurately identifies local, state, and federal standards, regulations, and guidelines and resources. Inaccurately or incompletely identifies legal and ethical roles, responsibilities, and boundaries of a school-age and youth development	

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Level 2—Yellow