

## SAYD Health-Safety, and Well-Being Assessment (Levels 2-3) Program Handbook

<b>SAYD Competencies</b>	<p><u>HSW1</u>: Identifies and articulates all aspects of relationships, resources and programs that provide physical and emotional safety to SAY,</p> <p><u>HSW2</u>: Develops programing strategies base on current standards, regulations, and guidelines that provide physical, emotional, and environmental safety to SAY,</p> <p><u>HSW3</u>: Demonstrates and describes practices that support equality and social justice celebrating racial, ethnic, religious, class, ability, sexuality, and gender diversity for SAY,</p> <p><u>HSW4</u>: Identifies accurate, age-appropriate information and implements strategies to promote health and well-being in SAY,</p> <p><u>HSW5</u>: Develops strategies supporting SAY in developing healthy relationships and making healthy and responsible decisions,</p> <p><u>HSW6</u>: Creates learning opportunities that reflect the building blocks of positive identity and how to maximize potential in SAY,</p> <p><u>HSW7</u>: Develops and implements strategies to assist SAY to express and achieve positive goals in personal relationships, families, groups, school and the world of work,</p> <p><u>HSW8</u>: Identifies practices that support positive SAY interactions with interactive media. to organize information to make decisions and act.</p>
<b>Original Gateways SAYD Benchmarks</b>	2-4A20, 2-4A21, 2-4B1, 2-4B2, 2-4B3, 2-4B4, 2-4B5, 2-4B8, 2-4B9, 2-4B10, 2-4B13, 2-4B14, 2-4B15, 2-4B16, 2-4B17, 2-4B18, 2-4B19, 2-4B21, 2-4B22, 2-4B23, 2-4B27, 2-4B29, 2-4B30, 2-4B31, 2-4B34, 2-4B36, 2-4B37, 2-4B41, 2-4B43, 2-4B45, 2-4B48, 2-4B50, 2-4E7, 5B1, 5B2, 5B43
<b>IPTS</b>	1A, 1G, 1L, 2A, 2C, 2G, 2H, 3A, 3E, 3G, 3J, 3L, 3N, 4C, 4F, 4I, 4J, 4K, 4N, 4Q, 5D, 5H, 5G, 5K, 5L, 5N, 5R, 6G, 7G, 7H, 9L, 10E, 11C, 11D, 11J, 11K
<b>NAA</b>	1, 2, 3, 4, 5, 6, 7, 10, 12, 13, 14, 15, 16, 17, 18, 19, 28, 29, 30
<b>COA</b>	3.01-3.04, 4.01, 4.02, 4.04-4.06, 5.02-5.05, 5.07, 6.01, 7.01-7.04, 8.01-8.08, 9.01-9.11, 10.01, 10.03, 11.02, 13.01
<b>ACT Now</b>	1.1, 1.2, 1.4, 1.5, 3.1-3.8, 4.1-4.6, 5.1-5.7, 10.1, 10.2, 10.4, 16.2, 17.6, 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5, 26.1-26.3, 27.1-27.4, 28.1, 28.2, 29.1-29.3, 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, you will develop a handbook for a school-age and youth program that outlines healthy and safe practices, as well as strategies the program includes that are supportive of well-being.

#### Instructions:

For this assessment, you will be adapting the role of a director of a SAYD program within your community. Create a handbook specific to strategies your program practices that support health, safety, and well-being. Use the following template as a guide to the information you are required to include.

#### SAY Program Handbook: Introduction

Name of program:

Ages of children served:

Standards, regulations, and guidelines your program follows: (please include the name/s and describe how these apply to/are incorporated within your program).

A brief overview of why support for health, safety, and well-being are essential considerations within SAY environments, including:

- The importance of SAYD developing a positive self-concept.
- Why supporting SAYD self-esteem is a foundation of your program.
- Relevant research (2-3 points with citations that inform your support for SAY development goals).
- How understanding media and media literacy awareness is infused within the program.

### **Environmental Health and Safety**

- A brief description of local, state, and federal regulation guidelines that inform the health and safety needs of SAYD.

### **Staff Practices**

- How program staff demonstrate respect in attitude and practice for racial, ethnic, religious, class, ability, sexuality, and gender diversity.
- How program staff model social and emotional learning competencies in their interactions with SAY and their families.
- Strategies used to support positive SAY competencies in the areas of dietary behaviors, physical activity, risk-taking behaviors, and positive relationships.
- Strategies used to support SAY social and emotional competencies and goal development and realization

### **Curriculum**

- A description of how relevant health and wellness topics for SAY are identified.
- Specific strategies incorporated within the program that are supportive of SAY development of healthy relationships, positive peer interactions, conflict resolution, personal efficacy, and responsibility.

### **Environment**

- Ways in which the environment supports social and emotional learning and self-advocacy.

**Assessment Rubric (pulled from SAYD Master Rubrics)**

<b>SAYD Health-Safety, and Well-Being Assessment (Levels 2-3): Program Handbook Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<p><b><u>SAYD HSW1:</u></b> Identifies and articulates standards, regulations, guidelines and legal and ethical roles and behaviors supportive of SAY self-concept.</p> <p><b>SAYD:</b> 2-4A20, 2-4A21, 2-4B1, 2-4B2, 2-4B3, 2-4B4, 2-4B5, 2-4B9</p> <p><b>NAA:</b> 1, 2, 16, 18, 30</p> <p><b>IPTS:</b> 1A, 2A, 2C, 3A, 4Q, 5G, 9L, 11C, 11D, 11K</p> <p><b>COA:</b> 3.04, 4.02, 4.05, 7.01-7.04, 8.01-8.08, 9.03-9.10, 10.01, 10.03, 11.02</p> <p><b>ACT Now:</b> 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</p>	<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.</p> <p>Describes 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.</p> <p>Describes the relationship between self-concept and self-esteem, how self-esteem can be influenced by self-concept, and practices to support school-age and youth in developing a positive self-concept.</p> <p>Identifies strategies for incorporating standards, regulations, guidelines, and legal and ethical rules and behaviors into support for SAY.</p>	<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.</p> <p>Describes 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.</p> <p>Describes the relationship between self-concept and self-esteem, how self-esteem can be influenced by self-concept, and practices to support school-age and youth in developing a positive self-concept.</p>	<p>Identifies local, state, and federal standards, regulations, and guidelines and resources.</p> <p>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.</p> <p>Identifies the relationship between self-concept and self-esteem.</p>	<p>Inaccurately identifies local, state, and federal standards, regulations, and guidelines and resources.</p> <p>Inaccurately or incompletely 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.</p> <p>Identifies an inaccurate relationship between self-concept and self-esteem.</p>	
<p><b><u>SAYD HSW2:</u></b> Develops programing strategies based on current standards, regulations, and guidelines that provide physical, emotional, and environmental safety to SAY.</p> <p><b>SAYD:</b> 2-4B8, 2-4E7, 5B2</p>	<p>Develops strategies for supporting the emotionally and environmental safety and health of SAY, families, and staff.</p> <p>Develops and implements practices aligned with local, state, and federal standards,</p>	<p>Develops strategies for supporting the emotionally and environmental safety and health of SAY, families, and staff.</p> <p>Develops and implements practices aligned with local, state, and federal standards, regulations, and guidelines that</p>	<p>Identifies strategies for supporting the emotionally and environmental safety and health of SAY, families, and staff.</p> <p>Identifies and develops practices aligned with local, state, and federal standards, regulations, and guidelines that</p>	<p>Identifies inaccurate or incomplete strategies for supporting the emotionally and environmental safety and health of SAY, families, and staff.</p> <p>Identifies and/or</p>	

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<p><b>NAA:</b> 1, 7, 29, 30</p> <p><b>IPTS:</b> 3G, 5L, 11C, 11D, 11J</p> <p><b>COA:</b> 3.01, 4.04, 4.06, 6.01, 8.01- 8.08, 9.01- 9.11</p> <p><b>ACT Now:</b> 1.1, 1.2, 1.4, 3.1-3.8, 4.4, 5.3, 10.1, 10.2, 10.4, 16.2, 17.6, 19.1</p>	<p>regulations, and guidelines that address, prevent, and respond to the health and safety needs of school-age and youth.</p> <p>Utilizes strategies that support others in developing appropriate programming strategies.</p>	<p>address, prevent, and respond to the health and safety needs of school-age and youth.</p>	<p>address, prevent, and respond to the health and safety needs of school-age and youth.</p>	<p>develops inappropriate practices within SAY settings.</p>	
<p><b>SAYD HSW3:</b> Demonstrates and describes practices that support equality and social justice celebrating racial, ethnic, religious, class, ability, sexuality, and gender diversity for SAY.</p> <p><b>SAYD:</b> 2-4B23, 2-4B27, 5B43</p> <p><b>NAA:</b> 2, 14, 17</p> <p><b>IPTS:</b> 3E, 3J, 3N, 4J, 5D, 5H, 7H, 10E</p> <p><b>COA:</b> 3.01, 3.02, 4.06, 5.05, 5.07, 10.01, 13.01</p> <p><b>ACT Now:</b> 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 24.1-24.10, 25.1-25.5, 28.1, 28.2, 30.2</p>	<p>Describes relevant research to support school-age and youth development goals.</p> <p>Identifies the relationship between processes, policies, places, and programs and support for human potential.</p> <p>Demonstrates respect, in attitude and practice, for racial, ethnic, religious, class, ability, sexuality, and gender diversity.</p> <p>Utilizes strategies that support others in demonstrating respect for racial, ethnic, religious, class, ability, sexuality, and gender diversity.</p>	<p>Describes relevant research to support school-age and youth development goals.</p> <p>Identifies the relationship between processes, policies, places, and programs and support for human potential.</p> <p>Demonstrates respect, in attitude and practice, for racial, ethnic, religious, class, ability, sexuality, and gender diversity.</p>	<p>Describes research supportive of SAYD development.</p> <p>Identifies processes, policies, places, and programs and support for human potential.</p> <p>Demonstrates awareness of the importance of practices that are respectful and responsive to racial, ethnic, religious, class, ability, sexuality, and gender diversity.</p>	<p>Inaccurately describes research supportive of SAYD development.</p> <p>Identifies inappropriate or inaccurate processes, policies, places, and programs and support for human potential.</p> <p>Demonstrates practices that are not respectful and responsive to racial, ethnic, religious, class, ability, sexuality, and gender diversity.</p>	
<p><b>SAYD HSW4:</b> Identifies accurate, age-appropriate information and implements strategies to promote health and well-being in SAY.</p> <p><b>SAYD:</b> 2-4B10, 2-4B13, 2-4B14, 2-4B15, 5B1</p> <p><b>NAA:</b> 3, 6, 13, 18</p> <p><b>IPTS:</b> 1L, 3L, 4Q, 5K, 6G</p>	<p>Uses formal and informal methods to identify relevant health and wellness topics for school-age and youth.</p> <p>Utilizes information and identifies strategies based on local/state/federal standards, regulations, and guidelines to support school-age and youth in engaging in healthy and</p>	<p>Uses formal and informal methods to identify relevant health and wellness topics for school-age and youth.</p> <p>Utilizes information and identifies strategies based on local/state/federal standards, regulations, and guidelines to support school-age and youth in engaging in healthy and active</p>	<p>Uses formal and informal methods to identify health and wellness topics for school-age and youth.</p> <p>Utilizes information and identifies strategies based on local/state/federal standards, regulations, and guidelines to support school-age and youth in engaging in healthy and active</p>	<p>Uses inappropriate formal and informal methods to identify health and wellness topics for school-age and youth.</p> <p>Provides an inaccurate interpretation and application of strategies based on</p>	

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<p><b>COA:</b> 3.04, 4.02, 4.04, 5.07, 8.02</p> <p><b>ACT Now:</b> 1.5, 3.1-3.8, 4.1-4.6, 5.1-5.7, 24.1-24.10, 25.1-25.5, 28.1</p>	<p>active lifestyles including support for own dietary behaviors, physical activity, risk-taking behaviors, and positive relationships.</p> <p>Utilizes research and evidence-based practice as a rationale for strategies identified.</p>	<p>lifestyles including support for own dietary behaviors, physical activity, risk-taking behaviors, and positive relationships.</p>	<p>lifestyles.</p>	<p>local/state/federal standards, regulations, and guidelines to support school-age and youth in engaging in healthy and active lifestyles.</p>	
<p><b>SAYD HSW5:</b> Develops strategies supporting SAY in developing healthy relationships and making healthy and responsible decisions.</p> <p><b>SAYD:</b> 2-4B16, 2-4B17, 2-4B18, 2-4B19, 2-4B21, 2-4B22</p> <p><b>NAA:</b> 3, 4, 6, 13, 14, 28</p> <p><b>IPTS:</b> 2H, 3L, 4N, 4Q, 5K, 5R, 6G</p> <p><b>COA:</b> 3.03, 3.04, 4.02, 4.04, 5.07</p> <p><b>ACT Now:</b> 1.5, 5.1-5.7, 22.1-22.4, 24.1-24.10, 25.1-25.5</p>	<p>Develops strategies that support school-age and youth in developing healthy relationships, positive peer interactions, and responsibility.</p> <p>Develops strategies that support school-age and youth in understanding the influence of media on their self-concept, healthy relationships, positive peer interactions, and responsibility.</p> <p>Uses evidence and research-base to support strategies identified.</p>	<p>Develops strategies that support school-age and youth in developing healthy relationships, positive peer interactions, and responsibility.</p> <p>Develops strategies that support school-age and youth in understanding the influence of media on their self-concept, healthy relationships, positive peer interactions, and responsibility.</p>	<p>Develops strategies that support school-age and youth in social and emotional development.</p> <p>Develops strategies that support school-age and youth in understanding general media impact.</p>	<p>Develops ineffective strategies to support school-age and youth in social and emotional development.</p> <p>Develops ineffective strategies to support school-age and youth in understanding general media impact.</p>	
<p><b>SAYD HSW6:</b> Creates learning opportunities that reflect the building blocks of positive identity and how to maximize potential in SAY.</p> <p><b>SAYD:</b></p> <p><b>NAA:</b></p> <p><b>IPTS:</b></p> <p><b>COA:</b></p> <p><b>ACT Now:</b></p>	<p>Creates learning opportunities that promote successful collaborations, individual efforts, and accomplishment and are supportive of SAY sharing responsibility with them for themselves, others, and the program.</p> <p>Creates learning opportunities that support SAY development of critical analysis of individual situations and a personal code</p>	<p>Creates learning opportunities that promote successful collaborations, individual efforts, and accomplishment and are supportive of SAY sharing responsibility with them for themselves, others, and the program.</p> <p>Creates learning opportunities that support SAY development of critical analysis of individual situations and a personal code of</p>	<p>Creates learning opportunities that promote successful collaborations or individual efforts, and accomplishment.</p> <p>Creates learning opportunities that support SAY in processing situations and foundational interaction skills.</p>	<p>Creates ineffective learning opportunities to promote successful collaborations or individual efforts, and accomplishment.</p> <p>Creates ineffective learning opportunities to support SAY in processing situations and foundational interaction skills.</p>	

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	<p>of behavior for interacting with oneself and others with respect, care, consideration, and appreciation.</p> <p>Uses evidence and research-base to support opportunities identified.</p>	<p>behavior for interacting with oneself and others with respect, care, consideration, and appreciation.</p>			
<p><b>SAYD HSW7:</b> Develops and implements strategies to assist SAY to express and achieve positive goals in personal relationships, families, groups, school and the world of work.</p> <p><b>SAYD:</b> 2-4B36, 2-4B37, 2-4B41, 2-4B43, 2-4B45</p> <p><b>NAA:</b> 3, 4, 7, 28</p> <p><b>IPTS:</b> 4I, 4K, 5D, 5G, 5N, 5R</p> <p><b>COA:</b> 3.04, 4.02, 4.04, 5.04</p> <p><b>ACT Now:</b> 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5, 26.1-26.3, 27.1-27.4, 29.1-29.3</p>	<p>Models social and emotional learning competencies when interacting with school-age and youth, youth, staff, families, and community members.</p> <p>Develops and implements strategies to support SAY social and emotional competencies and goal development and realization, including conflict resolution and identification of locus of control and personal efficacy with school-age and youth.</p> <p>Identifies strategies that support others in developing appropriate supports for goal development.</p>	<p>Models social and emotional learning competencies when interacting with school-age and youth, youth, staff, families, and community members.</p> <p>Develops and implements strategies to support SAY social and emotional competencies and goal development and realization, including conflict resolution and identification of locus of control and personal efficacy with school-age and youth.</p>	<p>Identifies social and emotional learning competencies when interacting with school-age and youth, youth, staff, families, and community members.</p> <p>Identifies and develops strategies to support SAY social and emotional competencies and goal development and realization, including conflict resolution and identification of locus of control and personal efficacy with school-age and youth.</p>	<p>Inaccurately identifies social and emotional learning competencies when interacting with school-age and youth, youth, staff, families, and community members.</p> <p>Identifies and develops strategies that do not support SAY social and emotional competencies and goal development and realization, including conflict resolution and identification of locus of control and personal efficacy with school-age and youth.</p>	
<p><b>SAYD HSW8:</b> Identifies practices that support positive SAY interactions with interactive media. to organize information to make decisions and act.</p> <p><b>SAYD:</b> 2-4B48, 2-4B50</p> <p><b>NAA:</b> 15, 16, 19</p>	<p>Identifies media messages, advertising, and stereotypes directed at school-age and youth.</p> <p>Identifies safety guidelines for school-age and youth’s use of interactive media as it impacts their lives.</p>	<p>Identifies media messages, advertising, and stereotypes directed at school-age and youth.</p> <p>Identifies safety guidelines for school-age and youth’s use of interactive media as it impacts their lives.</p>	<p>Identifies media messages, advertising, or stereotypes directed at school-age and youth.</p> <p>Identifies safety guidelines for school-age and youth’s use of interactive media.</p>	<p>Incorrectly identifies media messages, advertising, or stereotypes directed at school-age and youth.</p> <p>Identifies safety guidelines for school-age and youth’s use of interactive media that</p>	

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<b>IPTS:</b> 4F, 4N, 7G <b>COA:</b> 3.04, 5.07, 8.02 <b>ACT Now:</b> 22.1-22.4	Advocates for effective media usage.			do not support healthy development.	

Level 2—Yellow

Level 3—Green