

SAYD Health-Safety, and Well-Being Assessment (Levels 2-5) Program Handbook

SAYD Competencies	<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 programming 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> <p><u>HSW9</u>: Creates environments and implements strategies supportive of healthy exploration, learning, and relationship building and the mental health of SAY and their families,</p> <p><u>HSW10</u>: Identify strategies supportive of healthy SAY identity and physical, social and emotional development,</p> <p><u>HSW11</u>: Designs and facilitates strategies that assist SAY to express and achieve positive goals in personal relationships, families, groups, school and the world of work,</p> <p><u>HSW12</u>: Implements practices that support research-based SAY decision-making regarding media, advertising, and individual situations,</p> <p><u>HSW13</u>: Develops and/or implements strategies and program policies to help SAY explore, develop and sustain their values and beliefs,</p> <p><u>HSW14</u>: Creates and nurtures relationships and programs that provide physical and emotional safety to school-age and youth,</p> <p><u>HSW15</u>: Develops and implements policies and procedures which assess and support SAY health, safety, and nutrition,</p> <p><u>HSW16</u>: Models and advocates principles and practices that support equality and social justice in celebration of racial, ethnic, religious, class, ability, sexuality, and gender diversity.</p>
Original Gateways SAYD Benchmarks	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, 2-4B25, 2-4B26, 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, 5A7, 5A8, 5A17, 5B1, 5B2, 5B3, 5B4, 5B5, 5B11, 5B12, 5B13, 5B17, 5B19, 5B21, 5B22, 5B23, 5B24, 5B26, 5B29, 5B30, 5B31, 5B40, 5B42, 5B43, 5B41, 5B46, 5B47, 5B48, 5B50, 5B52, 5B53, 5B54, 5B55, 5B56, 5B57, 5B59
IPTS	1A, 1B, 1F, 1G, 1H, 1J, 1L, 2A, 2C, 2E, 2G, 2H, 2I, 3A, 3E, 3G, 3J, 3L, 3N, 4C, 4F, 4H, 4I, 4J, 4K, 4L, 4N, 4P, 4Q, 5A, 5C, 5D, 5G, 5H, 5G, 5J, 5K, 5L, 5N, 5O, 5R, 6C, 6G, 6J, 6K, 7F, 7G, 7H, 7J, 9B, 9H, 9L, 10E, 11C, 11D, 11J, 11K
NAA	1, 2, 3, 4, 5, 6, 7, 10, 12, 13, 14, 15, 16, 17, 18, 19, 25, 28, 29, 30, 36
COA	3.01-3.04, 4.01, 4.02, 4.04-4.06, 5.02-5.07, 6.01, 7.01-7.04, 8.01-8.08, 9.01-9.11, 10.01, 10.03, 11.02, 13.01, 13.02
ACT Now	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, 15.4, 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.
- A description of how your program is responsive to crises, including crisis management support for SAY.

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.
- How program staff provide support for emotional intelligence and positive conflict resolution.
- Strategies used to ensure the program culture is based on dignity and respect and addresses interpersonal and systematic bias, racism, and other social injustices.
- 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
- Strategies used to support SAY decision-making regarding media, advertising, and individual situations
- How staff respond to conflict resolution and support SAY in effectively resolving conflicts in treating others in respectful and supportive ways.

Curriculum

- A description of how relevant health and wellness topics for SAY are identified and assessed over time.
- Specific strategies incorporated within the program that are supportive of SAY development of healthy relationships, positive peer interactions, conflict resolution, personal efficacy, and responsibility.
- Activities and strategies that support SAY knowledge and competencies in the areas of enhance health, safety, and fitness.
- Activities and strategies that support SAY knowledge and competencies in the areas of identity and physical, social and emotional development.

- How collaborative opportunities responsive to individual efforts, accomplishment, and critical reflection on personal behavior are included within the program.
- How the program tailored to SAY interests in the areas of health (e.g. fitness, safer sex, substance use); safety (e.g. personal, internet, community); and nutrition (e.g. healthy diet, eating disorders, body image, healthy choices).

Environment

- How the program environment is physically and emotionally safe and responsive to SAY needs for health exploration, mental health, learning, and relationship building.
- Ways in which the environment supports social and emotional learning and self-advocacy.

Collaboration with Families

- Practices employed by the program that are supportive of family engagement, collaboration, and positive mental health.
- Strategies that support family participation in goal setting.

Assessment Rubric (pulled from SAYD Master Rubrics)

SAYD Health-Safety, and Well-Being Assessment (Levels 2-5): Program Handbook Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD HSW1: 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> <p>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</p> <p>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</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</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</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</p>	

SAYD Health-Safety, and Well-Being Assessment (Levels 2-5): Program Handbook Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	<p>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>positive self-concept.</p>		<p>self-concept and self-esteem.</p>	
<p>SAYD HSW2: Develops programing strategies based on current standards, regulations, and guidelines that provide physical, emotional, and environmental safety to SAY.</p> <p>SAYD: 2-4B8, 2-4E7, 5B2</p> <p>NAA: 1, 7, 29, 30</p> <p>IPTS: 3G, 5L, 11C, 11D, 11J</p> <p>COA: 3.01, 4.04, 4.06, 6.01, 8.01- 8.08, 9.01- 9.11</p> <p>ACT Now: 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>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 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>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 address, prevent, and respond to the health and safety needs of school-age and youth.</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 address, prevent, and respond to the health and safety needs of school-age and youth.</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 develops inappropriate practices within SAY settings.</p>	
<p>SAYD HSW3: Demonstrates and describes practices that support equality and social justice celebrating racial, ethnic, religious, class, ability, sexuality, and gender diversity for SAY.</p> <p>SAYD: 2-4B23, 2-4B27, 5B43</p> <p>NAA: 2, 14, 17</p> <p>IPTS: 3E, 3J, 3N, 4J, 5D, 5H, 7H, 10E</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,</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,</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</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</p>	

SAYD Health-Safety, and Well-Being Assessment (Levels 2-5): Program Handbook Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>COA: 3.01, 3.02, 4.06, 5.05, 5.07, 10.01, 13.01</p> <p>ACT Now: 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>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>sexuality, and gender diversity.</p>	<p>diversity.</p>	<p>and responsive to racial, ethnic, religious, class, ability, sexuality, and gender diversity.</p>	
<p>SAYD HSW4: Identifies accurate, age-appropriate information and implements strategies to promote health and well-being in SAY.</p> <p>SAYD: 2-4B10, 2-4B13, 2-4B14, 2-4B15, 5B1</p> <p>NAA: 3, 6, 13, 18</p> <p>IPTS: 1L, 3L, 4Q, 5K, 6G</p> <p>COA: 3.04, 4.02, 4.04, 5.07, 8.02</p> <p>ACT Now: 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>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 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>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 lifestyles including support for own dietary behaviors, physical activity, risk-taking behaviors, and positive relationships.</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 lifestyles.</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 local/state/federal standards, regulations, and guidelines to support school-age and youth in engaging in healthy and active lifestyles.</p>	

SAYD Health-Safety, and Well-Being Assessment (Levels 2-5): Program Handbook Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD HSW5:</u> Develops strategies supporting SAY in developing healthy relationships and making healthy and responsible decisions.</p> <p>SAYD: 2-4B16, 2-4B17, 2-4B18, 2-4B19, 2-4B21, 2-4B22</p> <p>NAA: 3, 4, 6, 13, 14, 28</p> <p>IPTS: 2H, 3L, 4N, 4Q, 5K, 5R, 6G</p> <p>COA: 3.03, 3.04, 4.02, 4.04, 5.07</p> <p>ACT Now: 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><u>SAYD HSW6:</u> Creates learning opportunities that reflect the building blocks of positive identity and how to maximize potential in SAY.</p> <p>SAYD:</p> <p>NAA:</p> <p>IPTS:</p> <p>COA:</p> <p>ACT Now:</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 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>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 behavior for interacting with oneself and others with respect, care, consideration, and appreciation.</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>	

SAYD Health-Safety, and Well-Being Assessment (Levels 2-5): Program Handbook Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD 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>SAYD: 2-4B36, 2-4B37, 2-4B41, 2-4B43, 2-4B45</p> <p>NAA: 3, 4, 7, 28</p> <p>IPTS: 4I, 4K, 5D, 5G, 5N, 5R</p> <p>COA: 3.04, 4.02, 4.04, 5.04</p> <p>ACT Now: 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><u>SAYD HSW8:</u> Identifies practices that support positive SAY interactions with interactive media. to organize information to make decisions and act.</p> <p>SAYD: 2-4B48, 2-4B50</p> <p>NAA: 15, 16, 19</p> <p>IPTS: 4F, 4N, 7G</p> <p>COA: 3.04, 5.07, 8.02</p> <p>ACT Now: 22.1-22.4</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>Advocates for effective media usage.</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 do not support healthy development.</p>	

SAYD Health-Safety, and Well-Being Assessment (Levels 2-5): Program Handbook Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD HSW9:</u> Creates environments and implements strategies supportive of healthy exploration, learning, and relationship building and the mental health of SAY and their families.</p> <p>SAYD: 5A17, 5B3</p> <p>NAA: 17, 18, 36</p> <p>IPTS: 5A, 5K, 9B, 9H, 9L</p> <p>COA: 3.01, 4.01-4.06, 6.01</p> <p>ACT Now: 1.1, 1.2, 1.5, 3.1-3.8, 4.1-4.6, 17.6, 24.1-24.10, 25.1-25.5</p>	<p>Creates a physically and emotionally safe environment that is unique to the developmental levels of SAY and supportive of healthy exploration, learning, and relationship building.</p> <p>Implements strategies designed to support SAY and family mental health (social, athletic)</p> <p>Implements strategies that supports others in creating environments that promote healthy exploration, learning, relationship building, and mental health.</p>	<p>Creates a physically and emotionally safe environment that is unique to the developmental levels of SAY and supportive of healthy exploration, learning, and relationship building.</p> <p>Implements strategies designed to support SAY and family mental health (social, athletic)</p>	<p>Creates a physically and emotionally safe environment.</p> <p>Implements an incomplete array of strategies designed to support SAY and family mental health (social, athletic)</p>	<p>Creates an environment that is not supportive of physical and emotional safety.</p> <p>Implements strategies designed that are not supportive of SAY and family mental health (social, athletic)</p>	
<p><u>SAYD HSW10:</u> Identify strategies supportive of healthy SAY identity and physical, social and emotional development.</p> <p>SAYD: 2-4B25, 2-4B26, 5A7, 5B40, 5B54</p> <p>NAA: 4, 5, 14, 17</p> <p>IPTS: 1F, 2A, 2E, 2G, 5G, 5K, 6C, 6G, 6J, 7F, 7J</p> <p>COA: 3.01, 3.04, 4.02, 5.07, 8.01, 8.02, 9.01, 9.02</p> <p>ACT Now: 15.4, 22.1-22.4, 23.1-23.4, 28.1, 28.2</p>	<p>Identifies supportive strategies that facilitate SAY constructive responses to conflict, non-adversarial and non-judgmental reactions of others, critical responsiveness to biases, stereotypes in media, and personal identity.</p> <p>Formulates a checklist of developmentally appropriate attributes and activities to enhance health, safety, and fitness for school-age and youth.</p> <p>Implements strategies that supports others in promoting SAY identity and physical, social, and emotional development.</p>	<p>Identifies supportive strategies that facilitate SAY constructive responses to conflict, non-adversarial and non-judgmental reactions of others, critical responsiveness to biases, stereotypes in media, and personal identity.</p> <p>Formulates a checklist of developmentally appropriate attributes and activities to enhance health, safety, and fitness for school-age and youth.</p>	<p>Identifies supportive strategies that facilitate SAY constructive responses to conflict, non-adversarial and non-judgmental reactions of others, critical responsiveness to biases, stereotypes in media, or personal identity.</p> <p>Formulates a checklist of developmentally appropriate attributes and activities.</p>	<p>Identifies supportive strategies that do not facilitate SAY constructive responses to conflict, non-adversarial and non-judgmental reactions of others, critical responsiveness to biases, stereotypes in media, or personal identity.</p> <p>Formulates an inaccurate checklist of developmentally appropriate attributes and activities.</p>	

SAYD Health-Safety, and Well-Being Assessment (Levels 2-5): Program Handbook Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD HSW11:</u> Designs and facilitates strategies that assist SAY to express and achieve positive goals in personal relationships, families, groups, school and the world of work.</p> <p>SAYD: 5B5, 5B41, 5B46, 5B47, 5B48, 5B50</p> <p>NAA: 2, 5, 12, 13, 14, 29, 36</p> <p>IPTS: 1A, 1J, 1L, 2I, 4I, 5A, 5D, 5J, 5O, 5R, 7G, 9B, 9H, 9L</p> <p>COA: 3.01, 4.04, 4.05, 5.02, 5.07, 6.01</p> <p>ACT Now: 3.1-3.8, 4.1-4.6, 17.6, 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>Incorporates support for emotional intelligence, positive conflict resolution, and critical reflection into daily practice.</p> <p>Develops and implements a goal setting process with staff, school-age, youth, and families based on based on trust that includes setting, tracking, and evaluating progress.</p> <p>Uses research and evidence to support strategies identified.</p>	<p>Incorporates support for emotional intelligence, positive conflict resolution, and critical reflection into daily practice.</p> <p>Develops and implements a goal setting process with staff, school-age, youth, and families based on based on trust that includes setting, tracking, and evaluating progress.</p>	<p>Incorporates support for emotional intelligence, positive conflict resolution, or critical reflection into daily practice.</p> <p>Develops and implements a goal setting process with staff, school-age, youth, or families based on based on trust that includes setting, tracking, and evaluating progress.</p>	<p>Incorporates strategies that are non-supportive of emotional intelligence, positive conflict resolution, or critical reflection into daily practice.</p> <p>Develops and implements a goal setting process with staff, school-age, youth, or families that undermines relationships and motivation.</p>	
<p><u>SAYD HSW12:</u> Implements research-based practices that support SAY decision-making regarding media, advertising, and individual situations.</p> <p>SAYD: 5B52, 5B53, 5B55, 5B56, 5B57, 5B59</p> <p>NAA: 2, 3, 4, 14, 15, 18, 19, 28</p> <p>IPTS: 1H, 2E, 4C, 4F, 4H, 4P, 4N, 5C, 6C, 6G, 6J</p> <p>COA: 5.03, 5.05, 5.06, 5.07, 9.09, 12.03</p> <p>ACT Now: 20.1-20.4, 22.1-22.4, 25.1-25.5, 29.1-29.3</p>	<p>Selects and facilities appropriate research-based decision-making methods to match situations, topics, and developmental level of school-age and youth.</p> <p>Facilitates SAYD decision-making and collaborative recommendations regarding the assessment and use of media and advertising.</p> <p>Supports others in implementing appropriate decision-making regarding media, advertising, and individual outcomes.</p>	<p>Selects and facilities appropriate research-based decision-making methods to match situations, topics, and developmental level of school-age and youth.</p> <p>Facilitates SAYD decision-making and collaborative recommendations regarding the assessment and use of media and advertising.</p>	<p>Selects and facilities appropriate research-based decision-making methods.</p> <p>Identifies SAYD decision-making and collaborative recommendations regarding the assessment and use of media and advertising.</p>	<p>Selects and facilities decision-making methods that undermine SAY goals.</p> <p>Identifies SAYD decision-making and collaborative recommendations regarding the assessment and use of media and advertising.</p>	

SAYD Health-Safety, and Well-Being Assessment (Levels 2-5): Program Handbook Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD HSW13: Develops and/or implements strategies and program policies to help SAY explore, develop and sustain their values and beliefs.</p> <p>SAYD: 5B19, 5B21, 5B22, 5B23, 5B24, 5B42</p> <p>NAA: 3, 5, 6, 14, 29</p> <p>IPTS: 1A, 1B, 1G, 1L, 4N, 5A, 5K, 5R, 6G</p> <p>COA: 3.01, 3.03, 3.04, 4.02, 5.07</p> <p>ACT Now: 1.5, 5.1-5.7, 22.1-22.4, 24.1-24.10, 25.1-25.5</p>	<p>Develops and/or implements strategies to help school-age and youth practice peer teaching and learning skills, resistance skills, and the evaluation of positive or negative consequences of risk taking at a variety of levels.</p> <p>Integrates media literacy awareness and strategies supportive of recognizing, critically questioning, and/or analyzing media messages throughout the programs for school-age and youth, where appropriate.</p> <p>Structures program policies and develops practices to support social and emotional learning through creation of a setting that is safe, caring, well-managed and participatory.</p> <p>Identifies strategies and partnership with families for the creation of home-school continuity.</p>	<p>Develops and/or implements strategies to help school-age and youth practice peer teaching and learning skills, resistance skills, and the evaluation of positive or negative consequences of risk taking at a variety of levels.</p> <p>Integrates media literacy awareness and strategies supportive of recognizing, critically questioning, and/or analyzing media messages throughout the programs for school-age and youth, where appropriate.</p> <p>Structures program policies and develops practices to support social and emotional learning through creation of a setting that is safe, caring, well-managed and participatory.</p>	<p>Identifies strategies to help school-age and youth practice peer teaching and learning skills, resistance skills, and the evaluation of positive or negative consequences of risk taking at a variety of levels.</p> <p>Integrates media literacy awareness or strategies supportive of recognizing, critically questioning, and/or analyzing media messages throughout the programs for school-age and youth, where appropriate.</p> <p>Structures program policies and develops practices and environments supportive of SAY.</p>	<p>Identifies inaccurate or inappropriate strategies related to peer teaching and learning skills, resistance skills, and the evaluation of positive or negative consequences of risk taking at a variety of levels.</p> <p>Integrates media literacy awareness or strategies that undermine SAY abilities in recognizing, critically questioning, and/or analyzing media messages throughout the programs for school-age and youth, where appropriate.</p> <p>Structures program policies and develops practices and environments supportive of SAY.</p>	

SAYD Health-Safety, and Well-Being Assessment (Levels 2-5): Program Handbook Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD HSW14:</u> Creates and nurtures relationships and programs that provide physical and emotional safety to school-age and youth.</p> <p>SAYD: 5A8, 5B4</p> <p>NAA: 14, 17, 36</p> <p>IPTS: 1F, 2E, 9B, 9H, 9L</p> <p>COA: 3.01, 4.05, 6.01, 8.01, 8.02, 9.01, 9.02</p> <p>ACT Now: 3.1- 3.8, 4.1- 4.6, 17.6, 23.1-23.4, 25.1- 25.5</p>	<p>Develops procedures for educating school-age and youth about their rights, options, and resources when in crisis (e.g. when and where to solicit help, hotlines).</p> <p>Compares and contrasts existing programs (including those that are evidence-based) for health, safety, and fitness attributes & activities for school-age and youth.</p> <p>Uses research to support the importance of relationships and programs that are responsive to the physical and emotional safety of SAY.</p>	<p>Develops procedures for educating school-age and youth about their rights, options, and resources when in crisis (e.g. when and where to solicit help, hotlines).</p> <p>Compares and contrasts existing programs (including those that are evidence-based) for health, safety, and fitness attributes & activities for school-age and youth.</p>	<p>Develops procedures for educating school-age and youth about their rights, options, or resources when in crisis (e.g. when and where to solicit help, hotlines).</p> <p>Identifies existing programs (including those that are evidence-based) for health, safety, and fitness attributes & activities for school-age and youth.</p>	<p>Develops inappropriate procedures for educating school-age and youth about their rights, options, or resources when in crisis (e.g. when and where to solicit help, hotlines).</p> <p>Identifies inappropriate programs supportive of health, safety, and fitness attributes & activities for school-age and youth.</p>	
<p><u>SAYD HSW15:</u> Develops and implements policies and procedures which assess and support SAY health, safety, and nutrition.</p> <p>SAYD: 5B11, 5B12, 5B13, 5B17</p> <p>NAA: 18, 28</p> <p>IPTS: 1F, 4L, 4P, 6K</p> <p>COA: 5.05, 5.06, 8.02</p> <p>ACT Now: 3.1–3.8, 4.1–4.6, 5.7, 28.1</p>	<p>Develops and/or implements programming based on a wide range of strategies and technologies that offer relevant health and wellness information to school-age and youth based on their interests/needs regarding health and wellness.</p> <p>Assesses information to promote healthy habits with school-age and youth with a focus on: Health (e.g. fitness, safer sex, substance use); Safety (e.g. personal, internet, community); and Nutrition (e.g. healthy diet, eating disorders, body image, healthy choices).</p>	<p>Develops and/or implements programming based on a wide range of strategies and technologies that offer relevant health and wellness information to school-age and youth based on their interests/needs regarding health and wellness.</p> <p>Assesses information to promote healthy habits with school-age and youth with a focus on: Health (e.g. fitness, safer sex, substance use); Safety (e.g. personal, internet, community); and Nutrition (e.g. healthy diet, eating disorders, body image, healthy choices).</p>	<p>Develops and/or implements programming that offer relevant health and wellness information to school-age and youth.</p> <p>Assesses information to promote healthy habits with school-age and youth.</p>	<p>Identifies inappropriate programming that undermine health and wellness information to school-age and youth.</p> <p>Assesses inappropriate information to promote healthy habits with school-age and youth.</p>	

SAYD Health-Safety, and Well-Being Assessment (Levels 2-5): Program Handbook Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	<p>Uses research to support the importance of policies and procedures that assess and support SAY health, safety, and nutrition.</p>				
<p>SAYD HSW16: Models and advocates principles and practices that support equality and social justice in celebration of racial, ethnic, religious, class, ability, sexuality, and gender diversity.</p> <p>SAYD: 5B26, 5B29, 5B30, 5B31</p> <p>NAA: 1, 2, 5, 7, 13, 25</p> <p>IPTS: 3G, 3N, 5A, 5D, 5G, 5H, 5K, 5L, 5N, 5R, 7G</p> <p>COA: 3.01-3.04, 4.01, 4.02, 4.04, 4.06, 5.07, 6.01, 13.02</p> <p>ACT Now: 15.4, 18.1-18.6, 24.1-24.10, 25.1-25.5, 28.1, 28.2, 30.2</p>	<p>Creates and implements agreements for establishing a culture in the program based on dignity and respect, including non-violent strategies to deal with interpersonal and systemic bias, racism and other social injustices.</p> <p>Engages in conflict resolution based on the situation and developmental levels of school-age and youth, including conflict management, resolution, transformation, restoration, and mediation.</p> <p>Engages in strategies that prevent and respond to messages and behaviors that convey disrespect, intolerance and misunderstanding of self and others.</p> <p>Identifies strategy supportive of family and community responsiveness and engagement in equality and social justice curricula.</p>	<p>Creates and implements agreements for establishing a culture in the program based on dignity and respect, including non-violent strategies to deal with interpersonal and systemic bias, racism and other social injustices.</p> <p>Engages in conflict resolution based on the situation and developmental levels of school-age and youth, including conflict management, resolution, transformation, restoration, and mediation.</p> <p>Engages in strategies that prevent and respond to messages and behaviors that convey disrespect, intolerance and misunderstanding of self and others.</p>	<p>Identifies agreements for establishing a culture in the program based on dignity and respect, including non-violent strategies to deal with interpersonal and systemic bias, racism and other social injustices.</p> <p>Engages in conflict resolution based on the situation and developmental levels of school-age and youth.</p> <p>Engages in strategies that prevent and respond to messages and behaviors that convey disrespect, intolerance or misunderstanding of self and others.</p>	<p>Identifies agreements that undermine the culture in the program based on dignity and respect, including non-violent strategies to deal with interpersonal and systemic bias, racism and other social injustices.</p> <p>Engages in ineffective conflict resolution.</p> <p>Engages in ineffective strategies that prevent and respond to messages and behaviors that convey disrespect, intolerance or misunderstanding of self and others.</p>	

Level 2—Yellow

Level 3—Green

Level 4—Orange

Level 5—Blue