

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

<b>SAYD Competencies</b>	<b><u>SAYD HSW1</u></b> : Describes programming elements (local, state, and federal standards, regulations, and guidelines) that ensure the health, safety, fitness, and well-being of SAY within the context of the program and home environment.
<b>Original Gateways SAYD Benchmarks</b>	2-4A6, 2-4B9, 2-4A21, 2-4B1, 2-4B51, 5B17, 5B18
<b>IPTS</b>	2A, 2B, 4Q, 5G, 5K, 5L, 11C, 11D
<b>NAA</b>	5, 13, 16, 17, 18, 30
<b>COA</b>	3.02, 3.03, 3.04, 7.01-7.04, 8.01-8.08
<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, 24.1-24.1025.1-25.5, 28.1, 30.2

### Assessment Guidelines

This Assessment is designed to measure your knowledge and skills in the area of school-age and youth health, safety and well-being programming. Your assessment requires that you create a handbook of key policies for supporting health, safety, and well-being within a school-age and youth program.

#### Program Handbook

##### 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.

Name of program:

Ages of children served:

#### Environmental Health and Safety

- A brief description of local, state, and federal regulation guidelines that inform the health, safety, and well-being being of SAY within both the program setting and home environment

**SAYD Health, Safety, and Well-Being Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>SAYD HSW1:</b> Describes programming elements (local, state, and federal standards, regulations, and guidelines) that ensure the health, safety, fitness, and well-being of SAY within the context of the program and home environment.</p>	<p>Describes common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.</p> <p>Describes referral procedures for school-age and youth who show signs &amp; symptoms of physical/emotional mistreatment, and other scenarios that put school-age and youth at risk.</p> <p>Demonstrates working knowledge of local, state, and federal standards, regulations, and guidelines regarding all aspects of school-age and youth’s health and safety.</p> <p>Responds to scenarios of possible accidents, mishaps, or near-misses and how to prevent the incidents or intervene, if necessary.</p> <p>Describes program components that are responsive to SAY health, safety, fitness, and well-being.</p> <p>Identifies strategies for incorporating standards, regulations, guidelines, and legal and ethical rules and behaviors into support for SAY.</p>	<p>Describes common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.</p> <p>Describes referral procedures for school-age and youth who show signs &amp; symptoms of physical/emotional mistreatment, and other scenarios that put school-age and youth at risk.</p> <p>Demonstrates working knowledge of local, state, and federal standards, regulations, and guidelines regarding all aspects of school-age and youth’s health and safety.</p> <p>Responds to scenarios of possible accidents, mishaps, or near-misses and how to prevent the incidents or intervene, if necessary.</p> <p>Describes program components that are responsive to SAY health, safety, fitness, and well-being.</p>	<p>Identifies common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.</p> <p>Identifies referral procedures for school-age and youth who show signs &amp; symptoms of physical/emotional mistreatment, and other scenarios that put school-age and youth at risk.</p> <p>Demonstrates knowledge of local, state, and federal standards, regulations, and guidelines regarding school-age and youth’s health and safety.</p> <p>Responds to scenarios of possible accidents, mishaps, or near-misses.</p> <p>Describes program components that are responsive to SAY health and safety.</p>	<p>Provides inaccurate descriptions of common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.</p> <p>Provides an inaccurate or incomplete description of referral procedures for school-age and youth who show signs &amp; symptoms of physical/emotional mistreatment.</p> <p>Demonstrates limited or inaccurate knowledge of local, state, and federal standards, regulations, and guidelines regarding school-age and youth’s health and safety.</p> <p>Responds inappropriately to scenarios of possible accidents, mishaps, or near-misses.</p> <p>Provides and inaccurate description of program components that are responsive to SAY health and safety.</p>	

Level 2—Yellow