

SAYD Health, Safety, and Well-Being Master Rubric

| Competency | Distinguished | Proficient | Needs Improvement | Unsatisfactory | Unable to Assess |
|---|--|---|--|--|------------------|
| <p>SAYD HSW1: 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 & 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 & 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 & 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 & 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> | |
| <p>SAYD HSW2: Develops programming strategies based on current standards, regulations, and guidelines to provide physical, emotional, and environmental safety to SAY.</p> | <p>Develops strategies for providing opportunities for SAY, families, and staff to feel emotionally safe (e.g., be included, absence of threat/harassment).</p> <p>Establishes program norms that protect the health and safety of SAY,</p> | <p>Develops strategies for providing opportunities for SAY, families, and staff to feel emotionally safe (e.g., be included, absence of threat/harassment).</p> <p>Establishes program norms that protect the health and safety of</p> | <p>Identifies strategies for providing opportunities for SAY, families, and staff to feel emotionally safe (e.g., be included, absence of threat/harassment).</p> <p>Aligns behavior with program norms that protect the health and</p> | <p>Engages in behavior that contributes to a lack of emotional safety for SAY, families, and staff.</p> <p>Engages in behavior that violates program norms regarding the health and safety SAY, and/or undermining social and emotional</p> | |

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| | <p>encourages social and emotional skills (e.g., respect, responsibility, safety) and discourages oppressive behavior (e.g., harassment, threats, bullying).</p> <p>Develops and implements protocols aligned with local, state, and federal standards, regulations, and guidelines to address, prevent, and respond to the health and safety needs of SAY.</p> <p>Utilizes strategies that support others in developing appropriate programming strategies.</p> | <p>SAY, encourages social and emotional skills (e.g., respect, responsibility, safety) and discourages oppressive behavior (e.g., harassment, threats, bullying).</p> <p>Develops and implements protocols aligned with local, state, and federal standards, regulations, and guidelines to address, prevent, and respond to the health and safety needs of SAY.</p> | <p>safety of SAY, encourages social and emotional skills (e.g., respect, responsibility, safety) and discourages oppressive behavior (e.g., harassment, threats, bullying).</p> <p>Aligns behavior with protocols aligned with local, state, and federal standards, regulations, and guidelines to address, prevent, and respond to the health and safety needs of SAY.</p> | <p>skills, and/or engaging in or ignoring oppressive behavior.</p> <p>Engages in behavior that does not align with local, state, and federal standards, regulations, and guidelines designed to address, prevent, and respond to the health and safety needs of SAY.</p> | |

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| <p>SAYD HSW3: Describes practices that support equality, shared power, and social justice.</p> | <p>Demonstrates recognition of processes, policies, places, and programs that are inviting or disinviting and summoning or shunning of human potential.</p> <p>Designs practices that cultivate a sense of belonging and shared power through recognition of societal and structural biases surrounding race, gender, class, sexual orientation, ability, and age.</p> <p>Utilizes strategies that support others in demonstrating respect for equality, shared power, and social justice.</p> | <p>Demonstrates recognition of processes, policies, places, and programs that are inviting or disinviting and summoning or shunning of human potential.</p> <p>Describes practices that cultivate a sense of belonging and shared power through recognition of societal and structural biases surrounding race, gender, class, sexual orientation, ability, and age.</p> | <p>Identifies processes, policies, places, and programs that are inviting or disinviting or summoning or shunning of human potential.</p> <p>Identifies practices that do not violate a sense of belonging and shared power.</p> | <p>Lacks recognition of processes, policies, places, and programs that are inviting or disinviting or summoning or shunning of human potential.</p> <p>Identifies practices that violate a sense of belonging and shared power.</p> | |
| <p>SAYD HSW4: Creates learning opportunities that support SAY in: making healthy, ethical, and responsible choices; engaging in activities to promote a healthy lifestyle; treating themselves and others with respect; respecting their own and the bodies of others; engaging in respectful relationships; and in critically processing and responding to the context in which they are growing and developing.</p> | <p>Incorporates current local/state/federal standards, regulations and guidelines into health, fitness, and wellness topics for SAY with the goal of cultivating healthy and active lifestyles.</p> <p>Supports SAY in evaluating information from which to make healthy and ethical decisions about their dietary behaviors, physical activity, unintentional injuries, positive relationships, overall health, overall safety, and general wellness.</p> <p>Provides SAY with learning opportunities designed to support personal responsibility, age-appropriate choices, positive conflict resolution, positive personal identity, and positive peer relationships.</p> | <p>Incorporates current local/state/federal standards, regulations and guidelines into health, fitness, and wellness topics for SAY with the goal of cultivating healthy and active lifestyles.</p> <p>Supports SAY in evaluating information from which to make healthy and ethical decisions about their dietary behaviors, physical activity, unintentional injuries, positive relationships, overall health, overall safety, and general wellness.</p> <p>Provides SAY with learning opportunities designed to support personal responsibility, age-appropriate choices, positive conflict resolution, positive personal identity, and positive</p> | <p>Incorporates local/state/federal standards, regulations and guidelines into health, fitness, and wellness topics for SAY with the goal of cultivating healthy and active lifestyles.</p> <p>Supports SAY in identifying information from which to make healthy and ethical decisions about their dietary behaviors, physical activity, unintentional injuries, positive relationships, overall health, overall safety, and general wellness.</p> <p>Provides SAY with information designed to support personal responsibility, age-appropriate choices, positive conflict resolution, positive personal identity, and positive peer relationships.</p> | <p>Incorporates irrelevant local/state/federal standards, regulations and guidelines into health, fitness, and wellness topics for SAY.</p> <p>Provides information to SAY that undermines their ability to make healthy and ethical decisions about their dietary behaviors, physical activity, unintentional injuries, positive relationships, overall health, overall safety, and general wellness.</p> <p>Provides SAY with information designed that undermines their ability to take personal responsibility, make age-appropriate choices, engage in positive conflict resolution, develop positive personal identity, and engage in positive peer</p> | |

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| | <p>Supports SAY in analyzing the influence of media messages on their own self-perceptions and in actions steps in possible de-mystifying media messages.</p> <p>Utilizes research and evidence-based practice as a rationale for learning opportunities identified.</p> | <p>peer relationships.</p> <p>Supports SAY in analyzing the influence of media messages on their own self-perceptions and in actions steps in possible de-mystifying media messages.</p> | <p>Supports SAY in identifying the influence of media messages on their own self-perceptions and in actions steps in possible de-mystifying media messages.</p> | <p>relationships.</p> <p>Undermines the ability of SAY in identifying the influence of media messages on their own self-perceptions.</p> | |

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| <p>SAYD HSW5: Creates learning opportunities that support SAY in developing a positive sense of identity and positive relationships.</p> | <p>Creates learning opportunities for SAY that promote personal responsibility and a personal code of behavior for interacting with oneself and others.</p> <p>Creates learning opportunities where SAY can successfully collaborate, share responsibility, and experience positive relationships within the context of the program.</p> <p>Uses evidence and research-base to support learning opportunities identified.</p> | <p>Creates learning opportunities for SAY that promote personal responsibility and a personal code of behavior for interacting with oneself and others.</p> <p>Creates learning opportunities where SAY can successfully collaborate, share responsibility, and experience positive relationships within the context of the program.</p> | <p>Implements learning opportunities for SAY that promote personal responsibility and a personal code of behavior for interacting with oneself and others.</p> <p>Implements learning opportunities where SAY can successfully collaborate, share responsibility, and experience positive relationships within the context of the program.</p> | <p>Develops ineffective strategies to support personal responsibility and a personal code of behavior for interacting with oneself and others.</p> <p>Develops ineffective strategies to support school-age and youth collaboration, shared responsibility, and positive relationship development within the context of the program.</p> | |
| <p>SAYD HSW6: Creates respectful environments supportive of SAY learning, development, and well-being.</p> | <p>Creates a trusting, culturally responsive, physically and emotionally safe environment that is unique to the developmental levels and learning styles of school-age and youth to support healthy exploration, mental health, learning, relationship building, self-exploration, independence, interdependence, and competency.</p> <p>Utilizes opportunities for school-age and youth to have responsibility and to take responsibility for oneself and others that are appropriate to each individual’s developmental level and ability.</p> <p>Demonstrates social and emotional learning skills and competencies for managing healthy relationships.</p> <p>Uses research to provide a rationale for the environment created.</p> | <p>Creates a trusting, culturally responsive, physically and emotionally safe environment that is unique to the developmental levels and learning styles of school-age and youth to support healthy exploration, mental health, learning, relationship building, self-exploration, independence, interdependence, and competency.</p> <p>Utilizes opportunities for school-age and youth to have responsibility and to take responsibility for oneself and others that are appropriate to each individual’s developmental level and ability.</p> <p>Demonstrates social and emotional learning skills and competencies for managing healthy relationships.</p> | <p>Identifies components of a trusting, culturally responsive, physically and emotionally safe environment that is unique to the developmental levels and learning styles of school-age and youth to support healthy exploration, mental health, learning, relationship building, self-exploration, independence, interdependence, and competency.</p> <p>Identifies opportunities for school-age and youth to have responsibility and to take responsibility for oneself and others that are appropriate to each individual’s developmental level and ability.</p> <p>Identifies social and emotional learning skills and competencies for managing healthy relationships.</p> | <p>Creates an ineffective learning environment that safe environment that undermines healthy exploration, mental health, learning, relationship building, self-exploration, independence, interdependence, and competency.</p> <p>Overlooks opportunities for school-age and youth to have responsibility and to take responsibility for oneself and others.</p> <p>Fails to identify social and emotional learning skills and competencies for managing healthy relationships.</p> | |

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| <p>SAYD HSW7: Supports SAY in developing goals and engaging in healthy decision-making models in personal relationships, self-representation, school, work, and media consumption.</p> | <p>Incorporates the concepts of emotional intelligence into daily practice and supports SAY in application.</p> <p>Assists school-age and youth to identify, interpret, and critically evaluate messages from advertising and popular culture (including stigmas presented and impact on self-esteem).</p> <p>Designs and implements a goal setting sequence and decision-making methods to facilitate the making of decisions and choices for school-age and youth that include setting, tracking, and evaluating progress.</p> <p>Collaboratively develops recommendations, based on discussion of established safety guidelines, for school-age and youth’s use of a variety of media based on current research.</p> <p>Empowers SAY to engage in long-term goal setting, reflection, and evaluation.</p> | <p>Incorporates the concepts of emotional intelligence into daily practice and supports SAY in application.</p> <p>Assists school-age and youth to identify, interpret, and critically evaluate messages from advertising and popular culture (including stigmas presented and impact on self-esteem).</p> <p>Designs and implements a goal setting sequence and decision-making methods to facilitate the making of decisions and choices for school-age and youth that include setting, tracking, and evaluating progress.</p> <p>Collaboratively develops recommendations, based on discussion of established safety guidelines, for school-age and youth’s use of a variety of media based on current research.</p> | <p>Incorporates the concepts of emotional intelligence into daily practice.</p> <p>Assists school-age and youth in identifying messages from advertising and popular culture (including stigmas presented and impact on self-esteem,</p> <p>Implements a goal setting sequence and decision-making methods to facilitate the making of decisions and choices for school-age and youth that include setting, tracking, and evaluating progress.</p> <p>Develops recommendations for school-age and youth’s use of a variety of media based on current research.</p> | <p>Incorporates practices that undermine emotional intelligence.</p> <p>Perpetuates negative messages from advertising and popular culture.</p> <p>Implements an ineffective goal setting sequence and decision-making process for school-age and youth.</p> <p>Develops inaccurate or ineffective recommendations for school-age and youth’s use of a variety of media that is not reflective of current research.</p> | |
| <p>SAYD HSW8: Develops and/or implements strategies and program policies to nurture the physical health, safety, and wellness 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>Employs a wide range of strategies and technologies to offer relevant health and wellness information available to school-age and youth</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>Employs a wide range of strategies and technologies to offer relevant health and wellness</p> | <p>Identifies practices 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>Employs strategies and technologies to offer health and wellness information available to school-age and youth (e.g.,</p> | <p>Identifies inaccurate or inappropriate practices for educating school-age and youth about their rights, options, and resources when in crisis.</p> <p>Employs ineffective or inefficient strategies and technologies to offer health and wellness information available to school-</p> | |

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| | <p>(e.g., discussion/dialogue, inquiry, experts, written, on-line).</p> <p>Critically assesses information in partnership with SAY through a variety of means (e.g. formal/informal, surveys, interviews, discussions) 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>Identifies strategies in partnership with families for the creation of home-school continuity.</p> | <p>information available to school-age and youth (e.g., discussion/dialogue, inquiry, experts, written, on-line).</p> <p>Critically assesses information in partnership with SAY through a variety of means (e.g. formal/informal, surveys, interviews, discussions) 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>discussion/dialogue, inquiry, experts, written, on-line).</p> <p>Assesses information through a variety of means (e.g. formal/informal, surveys, interviews, discussions) 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>age and youth.</p> <p>Provides a limited assessment of information designed 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><u>SAYD HSW9</u>: Models and advocates for principles and practices that support equality and social justice.</p> | <p>Collectively creates and implements agreements for establishing a culture in the program based on dignity and respect.</p> <p>Facilitates nonviolent strategies to deal with interpersonal and systemic bias, racism and other social injustices.</p> <p>Matches responses to conflict based on the situation and developmental levels of school-age and youth, to include conflict management, resolution, transformation, restoration, and mediation.</p> <p>Prepares an array of strategies for preventing and responding to messages and behaviors that convey disrespect, intolerance, and</p> | <p>Collectively creates and implements agreements for establishing a culture in the program based on dignity and respect.</p> <p>Facilitates nonviolent strategies to deal with interpersonal and systemic bias, racism and other social injustices.</p> <p>Matches responses to conflict based on the situation and developmental levels of school-age and youth, to include conflict management, resolution, transformation, restoration, and mediation.</p> <p>Prepares an array of strategies for preventing and responding to</p> | <p>Implements agreements for establishing a culture in the program based on dignity and respect.</p> <p>Implements nonviolent strategies to deal with interpersonal and systemic bias, racism and other social injustices.</p> <p>Identifies conflict management, resolution, transformation, restoration, and mediation strategies.</p> <p>Identifies strategies for preventing and responding to messages and behaviors that convey disrespect, intolerance, and misunderstanding of self and others.</p> | <p>Implements agreements for establishing a culture in the program based on dignity and respect.</p> <p>Implements nonviolent strategies to deal with interpersonal and systemic bias, racism and other social injustices.</p> <p>Identifies conflict management, resolution, transformation, restoration, and mediation strategies.</p> <p>Identifies strategies for preventing and responding to messages and behaviors that convey disrespect, intolerance, and misunderstanding of self and others.</p> | |

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| | misunderstanding of self and others. Uses research to support the importance of principles and practices that support equality and social justice. | messages and behaviors that convey disrespect, intolerance, and misunderstanding of self and others. | | | |

Level 2—Yellow Level 3—Green Level 4—Orange Level 5—Blue