

**SAYD Health, Safety, and Well-Being Assessment (Level 4)
Program Handbook**

SAYD Competencies	<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>SAYD HSW 2: Develops programming strategies based on current standards, regulations, and guidelines to provide physical, emotional, and environmental safety to SAY.</p> <p>SAYD HSW3: Describes practices that support equality, shared power, and social justice.</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>SAYD HSW5: Creates learning opportunities that support SAY in developing a positive sense of identity and positive relationships.</p> <p>SAYD HSW6: Creates respectful environments supportive of SAY learning, development, and well-being.</p> <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>
Original Gateways SAYD Benchmarks	2-4A6, 2-4B9, 2-4A21, 2-4B1, 2-4B51, 5B17, 5B18, 2-4B2, 2-4B10, 2-4B49, 2-4B50, 5B9, 2-4B27, 5B6, 5B54, 5B55, 2-4B13, 2-4B14, 2-4B15, 2-4B21, 2-4B22, 2-4B30, 2-4B31, 2-4B48, 2-4B49, 5B1, 5B11, 5B12, 5B19, 5B23, 5B24, 5B53, 5B56, 2-4B23, 2-4B24, 5E23, 5E24, 5E31, 5E42, 5E43, 2-4B16-20, 2-4B34, 5A33, 5B39, 5B40, 5B46, 5B47, 5B48, 5B49, 5B57
IPTS	1A, 1J, 1L, 2A, 2B, 2I, 4I, 4Q, 5A, 5D, 5G, 5J, 5K, 5L, 5O, 5R, 7G, 9B, 9H, 9L, 11C, 11D
NAA	1, 2, 5, 12, 13, 14, 16, 17, 18, 29, 30, 36
COA	3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.04, 4.05, 4.06, 5.01, 5.02, 5.07, 6.01, 7.01–7.04, 8.01–8.08, 9.01 – 9.11, 13.01,
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

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 (1) develop a lesson plan for SAY; and (2) create a program handbook with program policies to nurture and support the physical health, safety, and wellness of SAY.

Part 1: Pre-Lesson Planning

Prior to developing your health, safety, and well-being lesson plan, provides a brief overview of:

- Why support for health, safety, and well-being are essential considerations within SAY environments
- How attention to factors including equality, shared power, and social justice are important contributors to SAY well-being
- The importance of supporting a positive sense of identity and positive relationships within SAY programs
- The importance of healthy media consumption for SAY
- How you will ensure that the environment is respectful and responsive to SAY learning, development, and well-being
- Strategies that you will use to support SAY engagement in positive self-representation and personal interactions

Part 2: 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:

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

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
- How strategies incorporated within the program are responsive to on current standards, regulations, and guidelines regarding physical, emotional, and environmental safety
- A description of how your program is responsive to crises, including crisis management support for SAY.

Staff Practices

- 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 responds to conflict resolution and support SAY in effectively resolving conflicts in treating others in respectful and supportive ways.
- Strategies used by the staff to establish a culture in the program based on dignity and respect.
- How nonviolent strategies to deal with interpersonal and systemic bias, racism and other social injustices are employed

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.

Lesson Plan Development:

You will be required to develop an instructional lesson plan on an approved content topic for the age group you are working with. Topics you may select from include the following:

- 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.

A. Materials

- What materials will you need for successful lesson implementation?

B. Lesson Introduction

- How will you introduce to students the purpose of the lesson to encourage positive social interactions, self-representation, and relationships?
- How will you connect your lesson content to previous knowledge, goals, and interests?

C. Procedure

- Outline a step-by-step plan for explicit instruction, active application, and transitions within the lesson. Formative assessments (checks for understanding) should be obvious throughout as well.

D. Closure

- How will you summarize the learning from this lesson?
- How will you encourage students to use this knowledge?
- How will you connect this content to future content, student goals, and interests?

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</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>	

SAYD Health, Safety, and Well-Being Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	legal and ethical rules and behaviors into support for SAY.				
<p>SAYD HSW 2: 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, 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>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, 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>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 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>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 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>	

SAYD Health, Safety, and Well-Being Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<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>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>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>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>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>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>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 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</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</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</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>	

	<p>emotional learning skills and competencies for managing healthy relationships.</p> <p>Uses research to provide a rationale for the environment created.</p>	<p>emotional learning skills and competencies for managing healthy relationships.</p>	<p>learning skills and competencies for managing healthy relationships.</p>		
<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 of ineffective recommendations for school-age and youth's use of a variety of media that is not reflective of current research.</p>	

Level 2—Yellow

Level 3—Green

Level 4—Orange