**SAYD Health, Safety, and Well-Being Assessment (Level 2)**

**Program Handbook**

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| **SAYD Competencies** | **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. |
| **Original Gateways SAYD Benchmarks** | 2-4A6, 2-4B9, 2-4A21, 2-4B1, 2-4B51, 5B17, 5B18 |
| **IPTS** | 2A, 2B, 4Q, 5G, 5K, 5L, 11C, 11D |
| **NAA** | 5, 13, 16, 17, 18, 30 |
| **COA** | 3.02, 3.03, 3.04, 7.01-7.04, 8.01-8.08 |
| **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, 24.1-24.1025.1-25.5, 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** | | | | | |
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| **Competency** | **Distinguished** | **Proficient** | **Needs Improvement** | **Unsatisfactory** | **Unable to Assess** |
| **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. | Describes common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.  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.  Demonstrates working knowledge of local, state, and federal standards, regulations, and guidelines regarding all aspects of school-age and youth’s health and safety.  Responds to scenarios of possible accidents, mishaps, or near-misses and how to prevent the incidents or intervene, if necessary.  Describes program components that are responsive to SAY health, safety, fitness, and well-being.  Identifies strategies for incorporating standards, regulations, guidelines, and legal and ethical rules and behaviors into support for SAY. | Describes common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.  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.  Demonstrates working knowledge of local, state, and federal standards, regulations, and guidelines regarding all aspects of school-age and youth’s health and safety.  Responds to scenarios of possible accidents, mishaps, or near-misses and how to prevent the incidents or intervene, if necessary.  Describes program components that are responsive to SAY health, safety, fitness, and well-being. | Identifies common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.  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.  Demonstrates knowledge of local, state, and federal standards, regulations, and guidelines regarding school-age and youth’s health and safety.  Responds to scenarios of possible accidents, mishaps, or near-misses.  Describes program components that are responsive to SAY health and safety. | Provides inaccurate descriptions of common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.  Provides an inaccurate or incomplete description of referral procedures for school-age and youth who show signs & symptoms of physical/emotional mistreatment.  Demonstrates limited or inaccurate knowledge of local, state, and federal standards, regulations, and guidelines regarding school-age and youth’s health and safety.  Responds inappropriately to scenarios of possible accidents, mishaps, or near-misses.  Provides and inaccurate description of program components that are responsive to SAY health and safety. |  |

Level 2—Yellow