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

**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 of SAY within both the program setting and home environment
<table>
<thead>
<tr>
<th>Competency</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
<th>Unable to Assess</th>
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<tbody>
<tr>
<td><strong>SAYD HSW1</strong>: 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.</td>
<td>Describes common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.</td>
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<td>Identifies common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.</td>
<td>Provides inaccurate descriptions of common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.</td>
<td>Provides an inaccurate or incomplete description of referral procedures for school-age and youth who show signs &amp; symptoms of physical/emotional mistreatment.</td>
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<td>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.</td>
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<td>Demonstrates limited or inaccurate knowledge of local, state, and federal standards, regulations, and guidelines regarding school-age and youth’s health and safety.</td>
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<td>Demonstrates working knowledge of local, state, and federal standards, regulations, and guidelines regarding all aspects of school-age and youth’s health and safety.</td>
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<td>Responds inappropriately to scenarios of possible accidents, mishaps, or near-misses.</td>
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<td>Responds to scenarios of possible accidents, mishaps, or near-misses and how to prevent the incidents or intervene, if necessary.</td>
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<td>Describes program components that are responsive to SAY health and safety.</td>
<td>Provides and inaccurate description of program components that are responsive to SAY health and safety.</td>
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<td>Describes program components that are responsive to SAY health, safety, fitness, and well-being.</td>
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<td>Identifies strategies for incorporating standards, regulations, guidelines, and legal and ethical rules and behaviors into support for SAY.</td>
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**Level 2—Yellow**