

1 **R277. Education, Administration.**

2 **R277-715. Out-of-School Time Program Standards.**

3 **R277-715-1. Authority and Purpose.**

4 (1) This rule is authorized by:

5 (a) Utah Constitution Article X, Section 3, which vests general control and
6 supervision over public education in the Board;

7 (b) Subsection 53E-4-301(4), which allows the Board to make rules to execute the
8 Board's duties and responsibilities under the Utah Constitution and state law; and

9 (c) Section 53E-3-508, which requires the Board to adopt rules to set standards for
10 high quality out-of-school time programs.

11 (2) The purpose of this rule is to set standards for high quality out-of-school time
12 programs~~;~~ and define~~establish~~ the programs required to adopt those standards.

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14 **R277-715-2. Definitions.**

15 (1) "Assessment tool" means the Utah After-school Program Quality Assessment
16 and Improvement Tool developed by a statewide multi-agency stakeholder group, and
17 administered by the Utah After-school Network.

18 (2) "Out-of-school time" means time that a student at a participating program is
19 engaged in a learning environment that is not during regular school hours, including before
20 school, after school, and during the summer.

21 (3) "Participating program" means a program that receives funds from the Board or
22 from the Department of Workforce Services to support the program's out-of-school time
23 programming.

24 (4) "Program quality assessment tool" or "PQA tool" means the evidence-based
25 program quality assessment tool used to assess program quality during an observation
26 in classrooms with school age and teen children, including children five years old and
27 older.

28 (5) "Reliable observer" means a Department of Workforce Services or

29 Superintendent approved individual who is trained to utilize an evidence-based
30 classroom observation tool to fidelity.

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32 **R277-715-3. Requirements and Standards for High Quality Out-of-School Time**
33 **Programs.**

34 (1) A participating program shall:

35 (a)(i) use the assessment tool to determine the extent to which the program is
36 meeting the standards described in this Section; or

37 (ii) allow a reliable observer to use the quality assessment tool to determine the
38 extent to which the program is meeting the standards described in this Section;

39 (b) ensure that it is working toward achieving the standards described in this
40 Section; and

41 (c) for a participating program that receives after school program funds from the
42 Board, collect and submit student attendance data to the Superintendent in a format
43 prescribed by the Superintendent.

44 (2) The Superintendent shall provide for a flag in a student's data file to indicate
45 the student's attendance in a participating program.

46 (3) The safety standard includes the following components in order to provide a
47 safe, healthy, and nurturing environment for all participants, including that:

48 (a) staff are professionally qualified to work with program participants;

49 (b) policies and procedures are established and implemented to ensure the
50 health and safety of all program participants;

51 (c) program participants are carefully supervised to maintain safety;

52 (d) a transportation policy is established and communicated to staff and families
53 of participants; and

54 (e) a consistent and responsive behavior management plan is established and
55 implemented.

56 (4) The relationships standard includes the following components in order to

57 develop and maintain positive relationships among staff, participants, families, schools,
58 and communities, including that:

59 (a) staff and participants know, respect, and support each other;

60 (b) the program communicates and collaborates with the school and the
61 community; and

62 (c) the program fosters family involvement to support program goals.

63 (5) The skills standard includes the following components in order to encourage
64 participants to learn new skills, including that:

65 (a) participants are actively engaged in learning activities that promote critical
66 thinking, creative thinking, and that build on the individual's interests and strengths;

67 (b) the program aligns academic support and interventions to the school-day
68 curricula to address student learning needs; and

69 (c) the program offers a variety of life skill activities and needs-based support to
70 promote leadership skills, personal growth, and responsible behaviors toward self and
71 others.

72 (6) The administration standard includes the following components in order to
73 ensure that the program is effectively administered, including that the program:

74 (a) has established a plan for increasing capacity, ensuring program quality, and
75 promoting sustainability, including sound fiscal management;

76 (b) establishes and consistently implements clearly-defined policies and
77 procedures;

78 (c) recruits, hires, and trains diverse and qualified staff members who value and
79 nurture all participants; and

80 (d) provides professional development and training opportunities to enhance staff
81 job performance.

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83 **KEY: out-of-school time, program, standards, students**

84 **Date of Enactment of Last Substantive Amendment: November 7, 2016**

85 **Authorizing, and Implemented, or Interpreted Law: Art X Sec 3; 53E-3-401(4);**
86 **53E-3-508**