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for delivering effective programs

- PLANNING & MANAGEMENT
- ACADEMICS & ENRICHMENT
- STAFFING & PROFESSIONAL DEVELOPMENT**
- SITE CLIMATE
- STUDENT RECRUITMENT & ATTENDANCE

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SAMPLE

PITTSBURGH SITE LEADERSHIP HANDBOOK

For more information on the importance of staff handbooks and tips for using them effectively, review [Pittsburgh Site Leadership Handbook Guidance](#).

Developed by Pittsburgh Public Schools, the Pittsburgh Site Leadership Handbook is a resource for staff shared during the program's three-day professional development kick-off, held annually in the spring. The guide orients staff to the program's mission, vision, program schedule, and leadership teams and includes a breakdown of position-specific roles and responsibilities. Additionally, the guide features the training schedule and agenda.



LEADERSHIP TEAM

HANDBOOK SUMMER BOOST

2021



Dear 2021 Leadership Team Member,

Welcome to our 2021 Summer BOOST program Kick-Off Professional Development and Training! We are so excited to have you here! During training, you will learn more about the mission and vision of Summer BOOST, hear about some of the incredible activities that will be taking place at your site, and get to meet the awesome members of the Leadership Team at your site!

This packet includes important information about program, including your guide to Summer BOOST, a reminder of the program calendar and your hours of work during Summer BOOST, an overview of the roles and responsibilities of all Summer BOOST staff, a program overview with staff expectations, our goals for the 2021 Summer BOOST program, and much more! Please review these documents carefully and speak with your Program Director or a member of the Out-Of-School Time central office leadership team if you have any questions.

In the next month, all staff will gather at your program sites for pre-program training and professional development beginning June 17th, and on June 22nd, nearly 2,500 students will be coming through your site doors eager to learn!!! We have been working hard to plan the ULTIMATE summer adventure for our students and staff and are eager to see our plans come to fruition through the hard work of our dynamic program leadership team members and amazing teachers. Your daily interactions with our students will directly impact their academic and social growth this summer and beyond.

We are so happy to have you all on board with us this year. Thank for being here for training and thank you for all that you do for our students!

Best,

Summer BOOST Team

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Summer BOOST 101

All About Summer BOOST

The PPS Summer B.O.O.S.T. is a free, premier summer learning program designed to support students by building positive relationships and creating opportunities for exploration that put youth on track for their future academic success in a thriving and fun environment. In summer 2021, we will serve approximately 2,500 students in grades K-11.

Program Culture

A positive, fun program culture is a key element of the Summer BOOST program. Students start their day by participating in the morning meeting. The purpose of the morning meeting is to build program culture, recognize student achievements, and kick off the day with some excitement. Each program site adheres to the Summer BOOST model, while also delivering its own “spirit traditions” which are shared during this time. Morning meeting is a daily opportunity for students to share positive messages and be exposed to role models and guest speakers from the community. Morning meeting is also the place where students receive recognition and awards for their hard work throughout program.

Fun & Learning

While the primary goal of the Summer BOOST program is to support literacy and SEL development and promote academic success, we also want students to have fun! Curriculum is tailored to align with school year standards. Lessons are designed to excite and engage students. We are continuously refining and enhancing our curriculum to ensure we are meeting the needs of our students. Learning is infused throughout students’ morning and afternoon activities as well. Each activity provider works with an activities specialist to design additional curriculum that merges academic content with new and engaging experiences.

Program Schedule

Important Program & Training Dates

- **LT Training** – The LT will have weekly training sessions with OST Central Office Staff.
 - Wednesday, May 26, 2021 from 4:30 pm – 7:30 pm in MS Teams
 - Thursday, June 3, 2021 from 4:30 pm – 7:30 pm in MS Teams
 - Tuesday, June 15, 2021 from 4:30 pm – 7:30 pm in MS Teams
- **Summer BOOST Pre-Camp Family Engagement Plans Due** – June 4, 2021
- **Summer BOOST Supply Packing Day** – June 5, 2021 OR June 12, 2021 at Oliver Citywide Academy •
- **Summer BOOST Pre-Camp Family Engagement Event** – TBD
- **Promise Store Shopping** - TBD
- **Summer BOOST Site Training Plans Due** – Tuesday, June 15, 2021
- **Site Planning Templates Due** – Tuesday, June 15, 2021
- **Summer BOOST All Staff Training** – June 17, 2021 on-site
- **Site-Based Training & Setup** – June 18 & 21, 2021 on-site
- **Summer BOOST Program** – June 22 – August 4, 2021 (Monday – Thursday) on-site
- **NO PROGRAM** – July 5, 2021
- **Scholastic Book Fair** – July 6 – 15, 2021
- **Summer BOOST Student & Parent Surveys Due** – July 30, 2021
- **Culminating Activity Plans Due** – July 8, 2021

- **Culminating Activity Days** – August 4, 2021
- **Summer BOOST Staff Surveys Due (last day for non-LT staff)** – August 5, 2021

Sample Daily Schedule for the 2021 Summer BOOST program

K-7 B.O.O.S.T.

Time	Activity	
9:00 – 9:15	Arrival & Breakfast - Classrooms	
9:15 – 10:45	Morning Meeting Academic Block #1 English Language Arts (ELA) or Math	
10:45 – 10:55	Transition to Academic Block #2	
10:55 – 12:25	Academic Block #2 English Language Arts (ELA) or Math	
12:25 – 1:40	Transition to Lunch, Recess, SEL Lunch, Recess, SEL Transition to Activity Block #1	
1:40 – 2:40	Activity Block #1	Double Block Activity May be on-site or off-site.
2:40 – 2:50	Transition to Activity Block #2	
2:50 – 3:50	Activity Block #2 OR	
3:50 – 4:00	Dismissal	

8-11 B.O.O.S.T.

Time	Activity
9:00 – 9:15	Arrival & Breakfast - Classroom
9:15 – 10:15	Academic Block #1 Morning Meeting English Language Arts (ELA) or Math
10:15 – 10:25	Transition to Academic Block #2
10:25 – 11:25	Academic Block #2 English Language Arts (ELA) or Math
11:25 – 11:35	Transition to Academic SEL Block
11:35 – 12:30	SEL Block & Lunch

Program Set-Up and Close Out

Pre-Program Packing

- Each site's Program Leadership Team (LT) will have a designated date and time to pack and prepare boxes to be drayed to site prior to program. **For 2021, this will occur either June 5 or June 12.**
- It is highly recommended that all LT members be present to support their fellow teammates, as it allows for an expedited packing process.
- Details on the specific items needed and quantities required will be provided to each site upon their arrival to the BOOST storage facility. Due to the conditions of the space, in which supplies are stored, it is suggested that staff dress comfortably (shorts, t-shirt, tennis shoes).

Unpacking

The BOOST Central Office team will ensure that all necessary supplies will be drayed to sites prior to the first report day for LT staff. Below is the process for handling summer supplies.

- Create a staging space for supplies.
- Inventory all supplies received. All staff should compare the items they received to the inventory sheets located in each box. Any discrepancy should be brought to the attention of the Site Operations Manager immediately.
- Pallets should be broken down. Please make sure to keep all storage boxes and pallets, because they will be necessary for the close out process.
- Prior to distributing supplies to teachers, all rooms should be photographed and pictures taken should be stored on the BOOST OneDrive. This allows us to ensure that we are able to return rooms to the same, if not better, condition than how we found it.
- Boxes should be delivered to the proper classrooms, office space, etc. Include an inventory sheet for teachers to manage their supplies and track the placement of non-perishable items that are to be returned.
- Any additional supplies needed should be brought to the attention of the Site Operations Manager. The Operations Manager shall submit the Supply Order Form, located in the Appendix, to put in a formal request.

End of Program Packing

- There will be specific packing instructions given to each site as we near the close-out date. It is imperative that each site follow the packing instructions completely. This will ensure that proper inventory has been taken and missing or damaged items can be replaced.
- All supplies are expected to be packed in the same manner that they arrived. All kits should be opened, and inventories will be accounted for so that nothing is returned incomplete. Like supplies should be packed in the same boxes. Teacher boxes do not allow for us to quickly inventory supplies upon their return to the BOOST storage facility.
- All rooms should be photographed and doubled checked under the supervision of a building custodian.

Use of School Resources

It is imperative that all staff understand that the school and its items are to be respected and left in their original condition. The BOOST Central Office team is working hard to ensure that sites have all the supplies needed to successfully run our summer programs. There should be no situations in which it will be necessary to utilize the school's resources (ex: copy paper, office supplies, etc.). If supplies have been used, the BOOST Central Office team must be

notified immediately to ensure timely replenishment of any and all items. At the end of program, it is suggested that BOOST staff leave perishable items at their site. This should only be done with the permission of the BOOST Central Office team and approval of the host site.

School Equipment

- All equipment should be returned to the school in its original condition. Any damage done to equipment should be reported to the Operations Manager immediately.
- All computers and printers should be checked to make sure they are operating properly. Any problems should be e-mailed to support@pghschools.org so that they can resolve the problem before the school-year staff return. Please cc the Operations Manager at your site and the BOOST Central Office Team on any support tickets.
- Each site will be equipped with a Summer BOOST line, as all calls from parents will be forwarded to sites starting on June 18. This is designed to limit overlap between calls specific to Summer BOOST versus calls specific to the host school.

Program Events & Activities

Summer BOOST Night Out

BOOST Night Out is a pre-program kickoff designed to engage families and excite students about that start of program. Students will have a chance to meet staff and their enrichment providers, get a feel for program, and fellowship with other students and families. The event was tentatively scheduled to occur on June 9 from 5:30 pm – 7:30 pm virtually.

Each site is responsible for the following items.

- Identifying support needs. The BOOST Central Office team will be able to support the planning of the kickoff event activities prior to the week of June 7.
- Communication to families the week prior to program. LT staff will be tasked with contacting all families at their site to remind families and students about the start of program and the upcoming BOOST Night Out.
- Tracking families that attend. For those that are in attendance, their children will receive an extra \$5 to spend at the BOOST book fair. This is also a great opportunity to ensure that the contact information we have for parents is accurate. If it is not, then they should be advised to leave up to date information with us, but also make any changes with their home schools.

Family Day

While families are always welcome at program, we strongly encourage each site to schedule at least one targeted parent engagement event. This is another opportunity to connect with families and share the happenings of your site. All family days should be effectively communicated to families and attendance on the day of for guest should be tracked. Items may only be purchased for family day events with prior approval from the BOOST Central Office team.

Culminating Activities Day

At the end of program, Summer BOOST staff, students, and families come together to celebrate an afternoon of fun and enriching activities. We recognize the skills, knowledge, and determination of our students as they have progressed through the summer weeks. This is a great opportunity for families, non-BOOST District staff, and funders to learn more about the various summer experiences offered to students and to witness firsthand the importance of summer learning. Activities Specialist, with support from their LT, are responsible for the following:

- Selecting the timing of the culminating activity day on Wednesday, August 4. Events typically take place during their normal enrichment activity time.

- Setting the schedule for the day and communicating with providers around expectations from them and students well in advance of the event.
- Communicating the schedule and role of all staff during the culminating activities day.
- Sending home communication to families regarding the schedule of the day's activities. This includes but is not limited to robo calls and letters home.
- Submitting request for any materials to the BOOST Central Office Team.

The BOOST Central Office Team will:

- Share information regarding culminating activities with Central Office Admin Staff and Funders. • Purchase items for the event, per agreed upon budgets.

Scholastic Book Fair

During the summer months, we will host a series of book fairs across our K-7 program sites. Through the book fair, we are able to provide students with access to books to build their own personal libraries. Each student has an opportunity to choose from titles spanning a variety of topics and genres that are aligned with their reading level and interests. The Scholastic Book Fair is scheduled to run from July 6 – 15. The exact dates per site may differ, but each fair will occur during that time period. The book fair will arrive at sites on July 1 and will be picked up by Scholastic on the week of July 19. Upon receiving the book fair, the Curriculum Coaches should:

- Review the items sent to ensure that the appropriate book fair has been sent to their location. • Develop a classroom schedule for visiting the book fair
- Make plans for the setup and implementation of the book fair (identify a space, identify support needs, and familiarize oneself with the register)

During the fair, students will have between \$20-\$25 to spend. This should equal to approximately three to four books per child. Students cannot use real money to purchase books at the fair nor can staff purchase items the fair. At the culmination of the fair, sites will report the following information to BOOST Central Office Staff.

- How many students purchased books?
- How many books were purchased in total?
- The total amount spent on the book fair (this number should be equal to or slightly less than the provided budget)
- How many students experienced the book fair for the first time?
- How many students were able to select a book about a topic they were interested in?

Promise Store

At BOOST, we are constantly and consistently reinforcing our behavior principles of work hard, have fun, and be nice. When students are recognized for demonstrating these behavioral traits, they are given promise dollars to be spent in our promise store. Items include: books, backpacks, school supplies, toys, balls, etc. Students are even given an opportunity to determine which items they would like to be stocked in the promise store.

Prior to program, promise store shopping will take place. LT members can shop at the 5 Below on McKnight Rd and items will be delivered to their sites on June 18. Additionally, shopping days will be coordinated during summer and are based on the actual number of students attending. Smaller items can be purchased online via oriental trading, as long as they are in line with the site-based budgets. All purchases occur through and by the BOOST Central Office Staff. No staff are to purchase materials for reimbursement or without prior approval.

The frequency and specific details regarding the Promise Store should be coordinated by the Behavior Coach, in collaboration with other LT members.

Student Recruitment, Enrollment, & Retention

General Enrollment

The BOOST Central Office Team runs the internal lottery to select students and their activities and send out notices to families. Additionally, we roster kids and share enrollment information with sites via OneDrive.

Children of staff working for Summer BOOST will receive priority, but they must have submitted an application prior to the May 7th deadline. Staff must notify the BOOST Central Office Team with their child's name.

Addressing unenrolled Students that show up to Program

To ensure the safety and wellbeing of all students, **it is critical that we do not accept drop-ins**. If a child does show up at program and is not on your enrollment form you should...

- 1) Reach out to the other sites to see if they are enrolled at another location.
- 2) If they are not on another sites roster, reach out to Tylor at 814-882-0796 to see if we received an application and/or why they are not on an enrollment form.
- 3) If you have followed both of these steps and the child is not on our roster, you will need to reach out to their parent/guardian (info in eSchoolPlus) as someone will need to come pick up that child.
- 4) **If we are unable to find a contact for a student that shows up to program, you should call School Police to support the situation.**

Bringing Non-Enrolled Children to Program

Summer BOOST has an intensive student recruitment/enrollment process. Every decision on who is selected for the program is thought out with care to maximize the learning benefits to each student. With limited space at each site compared to the number of applications received, sites will be unable to randomly add students to their roster. Therefore, it is strictly prohibited to bring non-enrolled children to program. There will be no exception to this rule.

Student Retention

To truly receive the benefits that Summer BOOST has to offer, students must attend all 25 days of program. Having a strong retention/attendance incentive plan in place is a great way to ensure that students show up ready and excited to learn each day. As a part of the planning process leading up to the first day of program, LT will be required to submit both their attendance and retention plans to Summer BOOST Central Office Staff. To support these efforts, we will provide each site with an attendance incentive budget based on the anticipated number of students that they will serve this summer. However, we encourage our LT members to be creative in identifying opportunities that are of low to no cost. For example, each plan should include daily attendance calls for students that have unexcused absences. Also, we are unable to purchase food items, such as candy, gum, and whip cream. Any plans containing food items will be sent back to Program Directors for revisions.

Program Procedures and Rules

Use of District Computers

Based on District policy:

- All employee desktop computers, laptops, and mobile computing devices shall be used for the sole and express purpose of conducting official business and maintaining the operations of the District.
- All equipment assigned to BOOST staff is expected to be returned in the same condition as received.

Use of Personal Cell Phone and Electronic Devices

While at work, program staff are expected to exercise discretion in using personal cellular phones. Personal calls during

the work hours, regardless of the phone used can interfere with staff productivity and student safety. Staff should only make personal calls during their designated break time, except in the case of an emergency.

Use of Walkie Talkies and Intercom

- When sharing information via a walkie talkie or over the school intercom, it is important to use professional language and be mindful of your tone.
- In order to limit disrupting the students' learning process, please keep use of intercom or walkie talkies to a minimum. Preferably, these communication tools should only be used when extenuating circumstances are present.

Student Transportation

In line with the District policy, students living 1.5+ miles away from their program site shall receive District provided transportation. Allowances will only be made for dangerous and unwalkable terrain at the discretion of the Districts Office of Transportation. Site Operations Managers are responsible for developing bus boarding and onboarding procedures for their identified site. All sites will be provided with nametags to keep track of students at all times. Should there be issues with buses, use the following protocol:

- If a bus is late picking up or dropping off students
 - Contact the bus company or driver, if their cell has been provided
 - If the problem persists, contact the Districts Office of Transportation and BOOST Central Office Team
- A child is missing
 - Confirm that child attended program and did not have an early dismissal
 - If there is a bus monitor, contact the monitor to confirm the child is in fact missing
 - If there is no bus monitor, contact the bus company/driver and inquire as to whether or not the child was released at the wrong stop or did not make it on to the bus
 - Contact the BOOST Central Office Team

Suspension/Expulsion Protocol

Summer BOOST program has adopted a no suspension policy. Given the length of the program, any absence can have a dramatic impact on outcomes for students that miss more than a few days. With that said, any instance where students are a danger to themselves or others is taken seriously and must be discussed with BOOST central office staff before making a final decision on how to best proceed. This is to promote uniformity throughout all program sites and ensure that all students receive due process before being removed from the program.

Student & Family Surveys

With the end of program comes our BOOST surveys. To ensure that we capture the voices of our students and their families when planning for next summer, we will have a survey for all students and a survey for parents/guardians.

Student Surveys- Every student that attends program should complete a survey. Note that there is a survey for PreK-3rd grade students, 4th-7th grade students, and a separate survey for 8th-11th grade students. Each survey will be two sided and include each student's name and academic block 1 class as was listed in their attendance sheet. Someone from the BOOST Central Office Team will drop off surveys to each site at least 24 to 48 hours prior to the date of administration. A few things for the Curriculum Coach to consider when administering the surveys are that:

- The surveys should be administered prior to July 31st
- The survey should be administered at the beginning of the first academic block
- All students should complete the survey at the same time
- All completed surveys should be organized by classroom
- **All completed surveys should be returned to a member of the BOOST Central Office Team prior to the end of program**

- All untaken surveys can be shredded or recycled

Parent/Guardian Surveys- The parent/guardian survey will be available online and in paper (in appendix). We ask that you begin sharing out this survey as soon as possible by printing the survey and sending it home with students. Families that complete the application and provide contact info will be entered into a raffle to win a \$50 Giant Eagle gift card. Please also note the following...

- The survey can be completed online
- Parents can also complete a paper survey and bring it in to program
- **If a parent turns in a paper copy to the office**, a member of the program site should visit the survey link to electronically record their response
- In addition to sending surveys home with students, keep copies in the office for parents to complete when signing their child out for early dismissal or bringing them in for late arrival

Staff Surveys

Much like family and student feedback, we equally value feedback from our summer staff. Therefore, we are asking all site-based staff members to complete a survey based on their role group. This survey should be taking during close out on Thursday, August 5th, so that we do not take away from time engaging with our students. It is imperative that staff have the necessary time to take the surveys below and we recommend that you use a library or computer lab, whichever has more available computers.

Inform staff that we will not share individual responses. All data will be presented in aggregate with quotes periodically used to highlight experiences at program. Nor will quotes be attributed to a particular individual. The survey should be the final activity for staff, as they prepare to exit their sites for the last time that summer.

Staff Attendance Procedures

- Using PPS Badge to Fob In and Out
 - All staff members are required to use your fob arriving and leaving the building daily. To accurately account hours worked for payroll purposes, we will be enforcing this district policy. If you do not have a current badge, please revert to the BOE to obtain a current badge before your assignment at program begins.
 - ID badges are issued in room 135 of the Administration Building located at 341 S. Bellefield Ave., Pittsburgh, PA 15213. Please sign-in at the Bellefield Ave. entrance and security staff will direct you to the appropriate location.
 - Sign in sheets will be placed in the main office of your program site. You are required to sign in and out any time you enter or exit the building. For program to run smoothly, we need to know when individuals are in and out of the building. The sign in sheets will be processed along with the fab reports and can negatively affect your pay should you not follow proper protocol.
- Late Arrivals / Early Dismissals / Call off – we understand that personal emergencies may arise. However, it is important that your colleagues are aware of your absence so that adaptations can be made to the daily schedule. Please note that your pay could be affected by your absence and extensive absences may result in termination of your BOOST employment.
 - Program Leadership Team Staff
 - LT members should communicate their absence to each other and to the Out-of-School Time team.
 - Site Staff (Teachers, Coordinators)
 - Teachers and Coordinators must contact their Program Director and inform him/her of their absence.

- Site Staff (Food Service, PCAs/1on1s/Personal Nurses, and Security Guards)
 - Report expected absences to your departments so that they can arrange a replacement. They should still plan on following site sign in and out procedures and share the news of their absence with the Director of the site.
- Operations Managers should closely review staff timesheets and should complete the staff time log for all staff that are late, leave early, or are absent for the day. Time sheets and the staff log are due to the BOOST Central Office Team every Friday by 4:30 pm. For any staff that are absent, the Curriculum Coach will be first in line to sub for that day.

Expected Professionalism

At Summer BOOST, we ask that our staff model appropriate behavior for our students at all times. This is extremely important when trying to resolve conflicts that arise between staff or between staff members and our students. Should you have a disagreement with another staff member that the two of you cannot resolve, then please seek conflict resolution guidance from your site Director. During heighten times of conflict, it is imperative that you are mindful of your tone, word choice and body language.

Reimbursement for Monies Spent

Summer BOOST office staff has put in place new procedures to ensure that program staff will not need to spend any personal resources on necessary supplies for the summer. Therefore, we will not reimburse individuals for personal monies spent. To ensure that your site is fully equipped, LT staff and summer teachers should regularly monitor inventory levels and submit supply request at least one week in advance.

Site-Based Emergency Policies

At Summer BOOST, we adhere to the Districts policies for handling all school-based emergencies. We will work closely with summer program sites to ensure that staff have access to emergency plans. However, we have highlighted a few items below based on prior experience.

Transferrable Related Issues

If you have identified that a student is presenting symptoms of a virus or infection (COVID-19, hand, foot, and mouth disease, bed bugs, lice, etc.), follow the procedures outlined below. More information on the exact process for bed bugs is located in the appendix.

- Isolate the child and contact your building nurse
- Depending on the type of issue the Program Director may need to make the custodians aware • The Program Director should contact the District’s Health Services Department and the BOOST Central Office Team
 - For a COVID-related incident please refer to the district’s health and safety plan
- Once the issue is properly identified, the Health Services Department, the BOOST Central Office Team, and the Communication Team will determine if any information needs to be communicated to families and students

Facility Related Issues

Any issues related to building temperature or the general condition of the facilities (lack of running water, dirty bathrooms/classrooms, no toilet paper or soap, broken glass, etc.) should be first addressed at the site-based level with the custodian. Should these issues persist to be unaddressed, then contact the Summer BOOST Central Office Team for support. Regardless of the severity of the issue, the BOOST team should at least be made aware of any concerns via email. It is also imperative that we are proactive in collecting updated parent/guardian contact information, in the event that the building must be closed or students relocated.

Fire Drills

Each site will be required to facilitate a fire drill during summer. This must be completed after the no later than August 3rd. A sample of the form sites will need to complete can be found in the appendix. Additionally, this should be facilitated in coordination with your sites head custodian.

Appendices

Appendix A – Sample Site-Based Calendar



JULY 2021

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5 NO PROGRAM!	6 Book Fair (Grades K-1)	7 Book Fair (Grades 2-3)	8 Book Fair (Grades 4-5) Promise Store!	9 NO PROGRAM!	10
11	12 Book Fair (Grade 6-7)	13 Book Fair (Makeup Days)	14 Book Fair (Makeup Days) Family Day	15	16 NO PROGRAM!	17
18	19 Staff Appreciation Day!	20	21	22 Promise Store!	23 NO PROGRAM!	24
25	26	27	28	29	30 NO PROGRAM!	31

Appendix B – Supply Order

Form



SUPPLY ORDER FORM*

PROGRAM:	OM:	DATE:
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ITEM	VENDOR	QUANTITY	COST
Tablecloth Rolls	Oriental Trading	3 (1 Red, 1 Yellow, 1, Blue)	\$48.00
Large Cardboard Superhero Word Cut-outs 17x18	Amazon	1 set (12 pieces)	\$19.99
Crayola Washable Window Crayons	Amazon	2 packs	\$14.00
Charles Leonard Brushes	Amazon	2 packs (2 x 10 set)	\$18.80
Sax True Flow Acrylic Paint Set of 12 Assorted Colors	Amazon	1 set (1 x 12)	\$48.97
Crayola Washable Window Crayons	Amazon	2 packs	\$14.00

*This form should be used for both general and event related supplies, except for BOOST Night Out. All forms should be submitted at least one week in advance of when supplies are needed. Specific forms for BOOST Night Out can be found in the Program Site Planning Template.

Appendix C – Closeout Instructions/Documentation

2021 BOOST Closeout Instructions

IMPORTANT: Please do not start your closeout procedures until after the last student leaves on August 5th. We want to ensure that program remains program until program is officially over. Please make your staff aware that decorations and other program components should remain as they are until after the close on August 5th.

Room Check Sheet:

- This check sheet is be used to for each classroom to ensure it is prepared for the custodial staff to take over after BOOST staff departure.

Packing Instructions:

- No teacher boxes
- All similar consumables should be in one box
 - Ex. Staplers, pencil sharpeners, paper, binders, crayons, pencils etc.
- Use packing labels on all boxes that correspond with the correct content/materials and pallet ○
If there is no label provided create a label (handwritten is acceptable)
- Complete Number Worlds checklist for each kit

What not to pack:

- Broken pencil sharpeners
- Broken staplers
- Half used packs of printing paper
- Broken or severely used crayons, pencils and markers
- Curriculum worksheets that were not used

Curriculum:

- Return curriculum pathways
- Do not return unused worksheets (please recycle or leave for scratch paper)
- Grade level books/novels packed together

Pallets should be organized as follows:

- Pallet 1 – ELA Curriculum Materials and Supplies
- Pallet 2 – Math Curriculum Materials and Supplies
- Pallet 3 – Number World Kits
- Pallet 4 – Recess/Promise Store/Blast
- Pallet 5 – General Supplies – Office/Classrooms
- Pallet 6 – Misc. Supplies/Decorations

An OST staff member will be around to ensure that closeout procedures are being followed correctly. The OST staff member will ask you to make changes if the closeout procedures is not being done correctly.

2021 BOOST Program

**CARMALT – FASION – KING – LANGLEY – MINADEO – OBAMA – SCI
TECH – SOUTH HILLS – WEIL**

(Circle your site)

Program Closeout – Room Check-out

Submit this form when returning materials to pallet area.

ROOM NUMBER:

CHECKOUT TEACHER:

ROOM USE AM:

ROOM USE PM:

TASK	CHECK WHEN COMPLETED
All Summer BOOST decorations removed from room	
All Summer BOOST equipment and supplies removed from room	
End of program room photos taken	
Desks, chairs, tables are neatly organized	
Teacher Desk area clean – computer, phone (if applicable)	
Smart boards erased	

TEACHER SIGNATURE _____ DATE AND TIME _____

Submit this form when returning materials to pallet area.

Appendix D – COVID Protocols

(For the summer, “Principal” is “Site Director” and “Assistant Sup” is OST team.)

PPS Health & Safety Plan – <https://www.pghschools.org/healthandsafetyplan> COVID Documents & FAQs – <https://www.pghschools.org/covid19>

Protocol for STUDENT Exposure/Tested/Positive COVID Test Revised 4/21/21

1. When a student reports to school with symptoms (at intake)
2. When a student develops symptoms during the school day
3. When a student present in school has been identified as an exposure to a COVID-19 positive case
4. When a student is reported as having a positive COVID-19 test result
5. When a student develops symptoms during an Extended Day Program
6. When a student develops symptoms during an athletic practice or game

Key Phone Numbers:

Nurse’s Office - 412.529____ **Principal** - 412.529____

Rae Ann Green/Andrea Ray - 412.529.3956/412.529.3942 **Karen Arnold** - 412.529.2221

COVID-19 Reporting Form Link:

https://pghboe.az1.qualtrics.com/jfe/form/SV_aeLZsULA6l3rD4F

When a student reports to school with symptoms (at intake):

Staff Member who information is reported to

- Calls (via cell phone or walkie talkie) to inform **School Nurse** that a student(s) is on the way to the Nurse’s Office
- Verifies if there are siblings that should also be isolated
- Directs student(s) to report directly to the Nurse’s Office
- Calls main office to inform the **Principal**

If isolation IS necessary

- Completes COVID Reporting Form
- Places student in CARES Room

NOTE: It is imperative that all staff remain sensitive to the nature of this information and respect the privacy of ALL students regarding this informatio

School Nurse

- Completes the initial evaluation to determine next steps
- Contacts student’s parent/guardian and makes arrangements for student to be picked up by parent if verified (AFTER CONSULTING WITH PRINCIPAL)
- Notifies **Principal** that isolation is necessary
- Reviews class rosters with **Principal** and begins initial contact tracing to determine possibility of additional student/staff exposures
- Works with **Principal** to review potential additional exposures on busses, before or after school daycare, after school programming, athletics, etc.
- Reviews sibling/household potential exposures with **Principal**
- Works with **Principal** to review all students in school who are siblings or share household with student who has symptoms to determine if symptoms are present and if next steps are necessary for them **If isolation IS NOT necessary**

- Directs student to class
- Informs **Principal** and reporting **Staff Member** of decision and appropriate medical reasoning for returning the student to class
- Documents the visit and the outcome

Principal

- Notifies **Network Assistant Superintendent**
- Works with **Network Assistant Superintendent** to decide best course of action to ensure the student is safely reunified with parent/guardian as soon as possible when parent not readily available
- Contacts **Custodian** to ensure appropriate cleaning/sanitizing of all necessary areas before further use - Reinforces the need for parents to encourage their children to log in and participate in class remotely as appropriate until student can physically return to school

PPS Crisis Team will review COVID Reporting Form and determine next steps (ie. cleaning of building, school closure, extended contact tracing, etc....)

1. When a student develops symptoms during the school day:

Staff Member who information is reported to

- Calls to inform **School Nurse** that a student is on the way to the Nurse's Office
- Directs student to report directly to the Nurse's Office
- Calls main office to inform the **Principal**

School Nurse

- Completes the initial evaluation to determine next steps

If isolation IS necessary

- Completes COVID Reporting Form
- Places student in CARES Room
- Contacts student's parent/guardian and makes arrangements for student to be picked up by parent if verified (AFTER CONSULTING WITH PRINCIPAL)
- Notifies **Principal** that isolation is necessary
- Reviews class rosters with **Principal** and begins initial contact tracing to determine possibility of additional student/staff exposures
- Works with **Principal** to review potential additional exposures on busses, before or after school daycare, after school programming, athletics, etc.
- Reviews sibling/household potential exposures with **Principal**
- Works with **Principal** to review all students in school who are siblings or share household with student who has symptoms to determine if symptoms are present and if next steps are necessary for them **If isolation IS NOT necessary**
- Directs student back to class
- Informs **Principal** and reporting **Staff Member** of decision to send/return the student to class - Documents the visit and the outcome

Principal

- Notifies **Network Assistant Superintendent**
 - Works with **Network Assistant Superintendent** to decide best course of action to ensure the student is safely reunified with parent/guardian as soon as possible when parent not readily available
 - Contacts **Custodian** to ensure appropriate cleaning/sanitizing of all necessary areas before further use - Reinforces the need for parents to encourage their children to log in and participate in class remotely as appropriate until student can physically return to school
- PPS Crisis Team** will review COVID Reporting Form and determine next steps (i.e.. cleaning of building, school closure, extended contact tracing, etc....)

2. When a student present in school has been identified as a possible exposure to a COVID-19 positive case:

Staff Member who information is reported to

- Calls to inform **School Nurse** that a student is on the way to the Nurse's Office
- Directs student to report directly to the Nurse's Office
- Calls main office to inform the **Principal**

School Nurse

- Makes contact with parent/guardian to confirm reported exposure to determine next steps (Students will remain in CARES room unless the report is confirmed as untrue)

If isolation IS necessary

- Places student in CARES Room
- Contacts student's parent/guardian and makes arrangements for student to be picked up by parent if verified (AFTER CONSULTING WITH PRINCIPAL)
- Notifies **Principal** that isolation is necessary
- Reviews class rosters with **Principal** and begins initial contact tracing to determine possibility of additional student/staff exposures
- Works with **Principal** to review potential additional exposures on busses, before or after school daycare, after school programming, athletics, etc.
- Reviews sibling/household potential exposures with **Principal**
- Works with **Principal** to review all students in school who are siblings or share household with student who is possible exposure to determine if symptoms are present and if next steps are necessary for them **If isolation IS**

NOT necessary

- Student is directed back to class
- Informs Principal and reporting **Staff Member** of decision and appropriate medical reasoning for returning the student to class
- Documents the student visit and the outcome

Principal

- Notifies **Network Assistant Superintendent**
- Works with **Assistant Superintendent** to decide best course of action to ensure the student is safely reunified with parent/guardian as soon as possible
- Reinforces the need for parents to encourage their children to log in and participate in class remotely as appropriate until student can physically return to school

PPS Crisis Team will review COVID Reporting Form and determine next steps (i.e. cleaning of building, school closure, extended contact tracing, etc....)

3. When a student is reported as having a positive COVID-19 test result:

Staff Member who information is reported to

- Calls to inform **School Nurse** that a student is on the way to the Nurse's Office
- Directs student to report directly to the Nurse's Office
- Calls main office to inform the **Principal**

School Nurse

- Calls parent/guardian to verify report of positive COVID-19 test and makes arrangements for student to be picked up by parent if verified (AFTER CONSULTING WITH PRINCIPAL)
- Notifies the principal of the result of the parent phone call
- Places student in CARES Room
- Works with Principal to complete COVID Reporting Form
- Reviews class rosters with **Principal** and begins initial contact tracing to determine possibility of student/staff exposures
- Works with **Principal** to review potential exposures on busses, before or after school daycare, after school programming, athletics, etc.
- Reviews sibling/household potential exposures with **Principal**
- Works with **Principal** to review all students in school who are siblings or share household with student who is reported as COVID-19 positive to determine if symptoms are present and if next steps are necessary for them

Principal

- Notifies **Network Assistant Superintendent**
- Works with **Assistant Superintendent** to decide best course of action to ensure the student is safely reunified with parent/guardian as soon as possible if parent is not readily accessible
- Reinforces the need for parents to encourage their children to log in and participate in class remotely as appropriate until student can physically return to school

PPS Crisis Team will review COVID Reporting Form and determine next steps (i.e. cleaning of building, school closure, extended contact tracing, etc....)

4. When a student develops symptoms during an Extended Day Program

Staff Member who information is reported to

- Calls to inform **Program Lead** that a student is on the way to their location
- Directs student to report directly to the location of the **Program Lead**

Program Lead

- completes the initial evaluation to determine next steps

If isolation IS necessary

- Places student in isolated area and contacts parent/guardian to pick their child up from the program -

Notifies the **Principal**

- Works with **Principal** to review program rosters and begin initial contact tracing to determine possibility of additional student/staff exposures
- Works with **Principal** to review potential additional exposures on busses, before or after school daycare, athletics, etc.
- Works with **Principal** to review sibling/household potential exposures
- Students in school who are siblings or share household of the student who is reported as having symptoms are checked in on by the **Program Lead** to determine if symptoms are present and if next steps are necessary for them If

isolation IS NOT necessary

- Directs student back to the program
- Informs **Principal** and reporting **Staff Member** of decision to send/return the student to class - Documents the visit and the outcome

Principal

- Notifies **Network Assistant Superintendent**
- Works with **Assistant Superintendent** to decide best course of action to ensure the student is safely reunified with parent/guardian as soon as possible if parent not readily available
- Reinforces the need for parents to encourage their children to log in and participate in class remotely as appropriate until student can physically return to school

PPS Crisis Team will review COVID Reporting Form and determine next steps (i.e. cleaning of building, school closure, extended contact tracing, etc....)

5. When a student develops symptoms during an athletic practice or game

REMEMBER: All coaches, players, and staff MUST complete the athletic health screening process prior to travelling to or engaging in any athletic practice, team activity, or game

Coach who information is reported to

- Reports it to the **Faculty Manager**
- Directs student to an isolated area
- Completes the initial evaluation to determine next steps

If isolation IS necessary

- Places student in an appropriate isolated area and
- Contacts parent/guardian
- If information is shared during an away game, **Coach/Faculty Manager** work with **Coach/Faculty Manager** of the home team to identify an appropriate area for isolation

If isolation IS NOT necessary

- Student is directed back to the practice or game

Faculty Manager

- Notifies **Principal**
- Works with **Coach** and/or **Principal** to review team rosters and begin initial contact tracing to determine possibility of additional student/staff exposures
- Works with **Coach** and/or **Principal** to review potential exposures on busses, before or after school daycare, athletics, etc.
- Works with **Coach, Faculty Manager** and/or **Principal** to review sibling/household potential exposures and if next steps are necessary for them
- Notifies **Director of Athletics (Karen Arnold)**

Principal

- Notifies **Network Assistant Superintendent**
- Works with **Coach, Faculty Manager, Principal, Director of Athletics** and/or **Assistant Superintendent** to decide best course of action to ensure the student is safely reunified with parent/guardian as soon as possible when parent not readily available
- Reinforces the need for parents to encourage their children to log in and participate in class remotely as appropriate until student can physically return to school

PPS Crisis Team will review COVID Reporting Form and determine next steps (i.e. cleaning of building, school closure, extended contact tracing, etc....)

Appendix E – Heat Guidelines

Pittsburgh Public School District Hot Weather Guidelines for Outdoor Participation

Purpose: The Pittsburgh Public School District supports the health of students by encouraging safe and responsible physical activity. The weather can impact a student’s health during outdoor activities. These guidelines are to ensure protection of every child’s health and wellness by using responsible decision making during all hot weather school sessions.

Heat Illness: Heat illness may occur when the body’s core temperature rises to dangerous levels because the body is unable to appropriately cool itself down. If the elevated body temperature is allowed to persist or worsen, thermal injury may occur resulting in heat stroke and possible death.

Risk Factors: Please make note of the following important factors regarding a child’s ability to tolerate heat and physical activity:

- Children do not adapt to extremes of temperature during exercise as effectively as adults because of increased transfer of heat from the environment, increased production of metabolic heat per mass, and decreased sweating capacity compared with adults. (Pediatrics 2000)
- Dehydration can occur more easily in children due to their inability to realize that they need to drink more, and enough, to replenish fluid loss during physical activity. A child’s core body temperature escalates more quickly in response to heat stress.
- Humidity impacts the body’s ability to dissipate heat and is a major component of heat stress. Humidity is often more important than the air temperature.
- The ‘heat index’ is the combination of heat and humidity. It is the “feels like” temperature. The heat index is very important when assessing the risk of heat illness based on relative humidity and temperature. It should be noted that the following heat index chart does not measure radiant energy from the sun so on sunny days, the heat index may be even higher than is indicated on the chart. (Pediatrics in Review 2007)

Strategies for preventing Heat Illness:

Hydration: Drinking plenty of fluids is very important during any physical activity, but especially so during warm weather. Supervisory staff need to be sure that students drink plenty of fluids before starting any exercise and continue to drink during exercise.

- Children should drink before going outside, and should have ‘water breaks’ approximately every 20 minutes while exercising even if they don’t feel thirsty. Slow down and make time for this!
- A 90 lb. child should drink 4-6 ounces every 15-20 minutes.
- Adolescents that are exercising should drink approximately 8-10 ounces every 20 minutes to replace sweat. • Younger children may drink more if offered flavored beverages.

Heat dissipation:

- Encourage youth to wear light colored loose clothing to reduce radiant heat absorption and increase sweat evaporation.
- Waterproof garments should not be worn during physical activity.
- Students who are overweight are less able to dissipate excess body heat and are at increased risk for heat related injury. Special care should be taken to ensure they are well hydrated and not forced to perform strenuous exercise in the heat. Monitor this closely!

- Students with medical conditions such as diabetes, asthma, cystic fibrosis, and kidney disease should also be watched to ensure adequate hydration and rest.
- Larger athletes (such as football players) are at special risk. These athletes should slowly work up to full practices in the heat and have enforced hydration breaks. (HealthyChildren.org)

Careful Monitoring: Supervisory staff must monitor students carefully for evidence of heat-related illness. **The presence of excessive fatigue, difficulty breathing, confusion and/or muscle cramps may indicate the onset of heat illness.**

- *Heat cramps* are painful contractions of the muscles (usually leg muscles). Treatment is to stop exercise, drink water, and massage the muscles.
- *Heat exhaustion* may include symptoms such as high temperature (up to 104°F), sweating, weakness, nausea, vomiting, confusion, and headache. Treatment is cooling with removal from the sun, use of ice bags, fans, air conditioning and giving fluids. If the student’s symptoms don’t resolve quickly, 911 should be called and the student transported to the closest Emergency Room. Immediately contact parent/guardian.
- *Heat stroke* is a life-threatening emergency! A person’s skin may appear reddish, very hot and often dry, no sweating, temperature >104°, dizziness, severe headache, confusion, seizures or coma. Paramedics should be called for immediate transport to the closest Emergency Department. The student should be removed from the hot environment and cooling begun with iced or cold water applied to the skin, use of a fan or air conditioner, and protection if seizures should occur. **Never give anything to drink because of the risk for aspiration.** (HealthyChildren.org)

Heat Index: This is the “feels like” temperature. A listing by zip code can be found at www.weather.com. This can be checked prior to outside activities.

Limit activities according to the table below.

Heat Index “feels like” temperature	Example of temp & humidity	Category	Activity Limitations
<80°F	<80°F and any humidity		No limitations; monitor all youth during physical activity and take “rest breaks.”
80-89°F	84°F 65% humidity	Caution	75% vigorous activity/25% light activity or rest. Encourage hydration, monitor all youth closely and take “rest breaks.” Move activities indoors with escalating humidity.
90-104°F	90°F 60% humidity	Extreme Caution	50% vigorous activity/50% light activity or rest. Move activities indoors with escalating humidity. Enforce hydration. Monitor all youth closely. Monitor for heat cramps or signs of exhaustion.
105-129°F	92°F 60% humidity	Danger	25% vigorous activity/75% light activity or rest. Move activities indoors. Enforce hydration. Heat cramps and heat exhaustion likely. Heat stroke possible.
130°F+	94°F 85% humidity	Extreme Danger	All nonessential outdoor activities should be cancelled.

(Kyrene School District)

Note: Exposure to full sunshine can increase the heat index values up to 15°F

HEAT INDEX °F

Temp°F	Relative Humidity (%)												
	40	45	50	55	60	65	70	75	80	85	90	95	100
110	136												
108	130	137											
106	124	130	137										
104	119	124	131	137									
102	114	119	124	130	137								
100	109	114	118	124	129	136							
98	105	109	113	117	123	128	134						
96	101	104	108	112	116	121	126	132					
94	97	100	103	106	110	114	119	124	129	135			
92	94	96	99	101	105	108	112	116	121	126	131		
90	91	93	95	97	100	103	106	109	113	117	122	127	132
88	88	89	91	93	95	98	100	103	106	110	113	117	121
86	85	87	88	89	91	93	95	97	100	102	105	108	112
84	83	84	85	86	88	89	90	92	94	96	98	100	103
82	81	82	83	84	84	85	86	88	89	90	91	93	95
80	80	80	81	81	82	82	83	84	84	85	86	86	87

Revised 7/2010



DEPARTMENT OF OPERATIONS
MONTHLY FIRE DRILL REPORT
2017 - 2018

According to Section 1517 of the School Laws of Pennsylvania, fire drills must be conducted at least once a month.

SCHOOL NAME: Pittsburgh _____

MONTH: _____ YEAR: _____

DATE OF FIRE DRILL: _____ / _____ /20_____

TIME OF DAY: ____: _____ (circle one) am/pm

TIME REQUIRED: _____ minute(s) _____ seconds

OR

A School Safety drill was completed in place of the fire drill
_____ (check box, if applicable) – to be conducted only ONCE
per school year.

Reason: _____

PRINCIPAL'S SIGNATURE: _____

CUSTODIAN'S SIGNATURE: _____

DUE DATE:

The Monthly Fire Drill Report is due at the end of each calendar month.
Please send this report to Facilities and School Performance at:

tmeeder1@pghboe.net and
officeofschoolperformance@pghboe.net

Plant Operations

OR

Faxed to 412-488-5124, Attn: Thomas Meeder

Questions, please call (412) 529-5122

Patricia R. Capretta CPA
Chief of Operations
1305 Maribel Street
Pittsburgh, PA. 15203

Phone: 412-529-4302
pcapretta1@psdsboe.net

Parent Hotline:
412-529-HELP (4357)
www.ppsk12ps.us

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment and provides equal access to the Boy Scouts and other designated youth groups. Inquiries may be directed to Dr. Dana Ware Allen, Title IX Coordinator or the Section 504/ADA, Title II Coordinator at 341 S. Bellefield Avenue, Pittsburgh, PA 15213 or 412-529-HELP (4357).

Appendix G – Program Checklist

BOOST Checklist		
Pre Program	Due Date	Submitted By
BOOST Night Out Plans	6/4/2021	
Program Site Training Plans	6/15/2021	
Program Site Planning Templates	6/15/2021	
During Program	Due Date	Submitted By
BOOST Student & Parent Surveys	7/30/2021	
Fire Drill	8/3/2021	
Post Program	Due Date	Submitted By
BOOST Staff Surveys	8/5/2021	