

BPS Field Day Planning Guide



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Introduction

This guide was created by the Health and Wellness Department Physical Education and Physical Activity staff. It was created to help in planning a successful field day at your school. Planning a field day can be challenging, but with the right team and resources it can be a major highlight of your school year.

When planning a field day it is important to keep the health and wellness of your students at the forefront. The resources included in this guide were selected with this in mind and promote physical activity at a variety of levels.



Photo: Paul Janovitz



Preparation and Planning

With a little planning, your school's field day can be as special and as much fun as you chose to make it. As a planning committee, be sure to consider the following:

Safety:

- Do you have a nurse available? If not, do you have first aid qualified staff on hand?
- Do you have first aid kits and ice packs on hand? How about injury report forms?
- Are communications set up for parents/school in case of emergencies?
- Who handles early/late student pickup?
- Is there a designated shade/cool down area?

Staff and Other Personnel:

- Will teachers supervise the different activities?
- Will parents be involved so teachers can stay with their own classes? Will they be general assistants? Do they need to fill out CORI forms?

Activities:

- · How many activities will you have?
- How will they be designed to be inclusive?
- Can activities be brought indoors for rainy days?
- What other special activities will coincide with field day? Might you plan a family cookout? Possibly pairing older students with younger students to compete together?
- Will classes create special banners or t-shirts?



Equipment:

- Who will be in charge of making sure you have everything you need?
- Do you have a comprehensive checklist (listing air pump, equipment bags, garbage bags, ice buckets, 1st aid kits, chairs, tables, whistles, etc.)?

Set Up and Transitions:

- Will students move from activity to activity with their classmates (which will enable the inclusion of relay activities), or will you set up 20 different activities and let the students select the ones they most want to participate in?
- Will your "circuit" coordinate high energy activities with low energy activities so students can maintain a healthy pace?
- Do activities have the appropriate amount of space so balls going out don't interfere with other activities, and do players have enough space to move around safely?

Refreshments:

- Water, water, water...cooler, bottles or both?
- Do all of your refreshments follow the district wellness policy guidelines? (See Appendix B)
- Do they need special storage or refrigeration?
- Does food distribution require special handling procedures?

Recognition:

- Will students receive awards as they complete the activity?
- What criteria will you use (participation, 1st place, effort, etc.)?
- What type of awards (certificates, ribbons, banners, silly statues, etc.)?

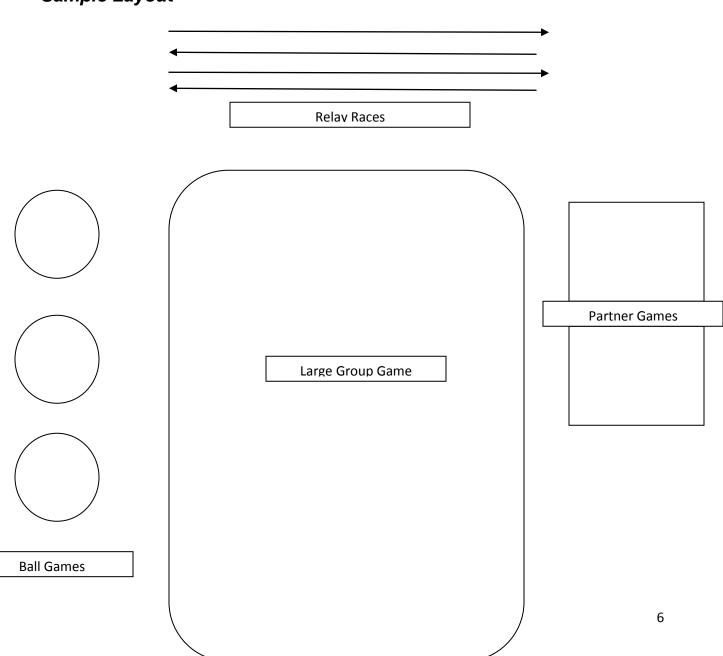
See Appendix A for a Planning Guide Template to use for planning out all the details of your Field Day event.



Field Day Layout

It is important to consider the space you have available for your field day events, drawing a diagram beforehand can help clarify set up, where volunteers should be, and where teachers should bring their class when out on the field.

Sample Layout





Sample Schedule for Field Day

*Two classes have 1.5 hours out on the field. One grade does the relay races while the other grade is busy with the center activities.

After 45 minutes, the two classes switch their activities.

K and 1st (9am-10:30am)

K: 9am to 9:25am	Ball Games
1st: 9am to 9:25am	Partner Game
K: 9:25am to 9:50am	Large Group Game
1st: 9:25am to 9:50am	Ball Games
K: 9:50am to 10:15am	Partner Game
1st: 9:50am to 10:15am	Large Group Game
K: 10:15am to 10:30am	Relay Races
1st: 10:15am to 10:30am	Relay Races



2nd and 3rd (10:30am - 12noon)

2nd: 10:30am to 1	0:55am	Ball Games
3rd: 10:30am to 1	0:55am	Partner Game
2nd: 10:55am to 1	1:20am	Large Group Game
3rd: 10:55am to 1	1:20am	Ball Games
2nd: 11:20am to 1	1:45am	Partner Game
3rd: 10:50am to 1	1:45am	Large Group Game
2nd: 11:45am to 1	2pm	Relay Races
3rd: 11:45 am to 1	2pm	Relay Races

4th and 5th (1pm - 2:30pm)

	
4th: 1:00pm to 1:25pm	Ball Games
5th: 1:00pm to 1:25pm	Partner Game
4th: 1:25pm to 1:50pm	Large Group Game
5th: 1:25pm to 1:50pm	Ball Games
4th: 1:50pm to 2:15pm	Partner Game
5th: 1:50pm to 2:15pm	Large Group Game
4th: 2:15pm to 2:30pm	Relay Races
5th: 2:15pm to 2:30pm	Relay Races



Food for Your Event

District Guidelines for Healthy Snacks and Drinks

Looking for ways to incorporate healthful food for field days? Check out these tips. All foods listed below follow the Boston *Public Schools Nutrition Policy and Guidelines for Vending Machines, A la carte and Competitive Foods (Appendix B)*

Foods:

Favor fruits and veggies

 Offer fruits and vegetables wherever other snacks are offered.

Gobble whole grains

 Serve snacks that list "whole grain" as the first ingredient.

Devour low-fat and non-fat dairy

- Choose only low-fat and fat-free dairy products.
- Offer 1-ounce servings of cheese.
- Limit sugar in yogurt (frozen too!) to 15 grams per 4-ounces.

Enjoy other healthful snacks

- Aim for 100 calories per each snack.
- Serve nuts and dried fruit in 1-ounce portions.
- Limit fat to less than 35% calories from total fat, 10% or less from saturated fat.
- Serve snacks with less than 200 mg sodium.
- Provide snacks with less than 35% calories from sugar.
- Buy in bulk, and divide snacks into single servings to save money and reduce waste.

Drinks:

Wash Down Water

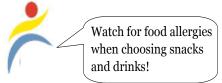
- Choose plain water!
- Flavor your water with a squeeze of fresh fruit.
- Stir in ice cubes. Cold water is refreshing.

Get Milk

- Drink 8 ounces of low fat (1%) or fat free milk.
- If you serve flavored milk, limit sugar to 22 grams per 8 ounces.
- Choose snacks and drinks with trace amounts of caffeine or less.

Sip 100% Juice

- Supply 4 ounce portions or less of 100% juice for students in grades pre-K-8.
- Serve 8 ounces of 100% juice or less for students in grades 9-12.
- Choose beverages that do not have added sweeteners or flavorings.
- Add bubbles, seltzer water can be a fizzy, calorie-free addition to 100% juice.



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Note: Reference in this toolkit to any specific commercial products, processes, or services, or the use of any trade, firm or corporation name is for the information and convenience of the public, and does not constitute endorsement or recommendation by the Boston Public Schools.



Healthful Snack Ideas

Favor fruits and veggies

- 1 ounce portion of raisins
- Cherry Tomatoes*
- Sliced Oranges*
- Fruit slices with yogurt dip (choose yogurt with less than 15 grams of sugar per 4 oz)
- Carrot sticks or sliced veggies with low-fat ranch dressing

Gobble whole grains

- Reduced sugar granola bars*
- Low-fat popcorn
- Whole-grain crackers with low fat cheese
- Whole-grain, baked tortilla chips with salsa
- Whole-grain pretzels with mustard
- Whole-grain graham crackers with nut butter or sunflower seed butter

Devour low-fat and non-fat dairy

- Low-fat cheese sticks*
- Low-fat yogurt*
- Low-fat frozen yogurt
- Fruit smoothies made with frozen fruit and non-fat plain yogurt

Enjoy other healthful snacks

- 1 ounce portions of nuts, seeds and dried fruits
- 100% Frozen Juice Bars
- Quesadillas made with whole-grain tortillas, vegetables, and 1 ounce of low-fat cheese
- Pizza made with whole-grain English muffins, 1 oz of low-fat cheese, and tomatoes

Wash Down Water

- Bottled water
- Tap water
- Water flavored with fresh fruit

Get Milk

- Fat free milk
- Low-fat chocolate milk
- Light chocolate soy milk

Sip 100% Juice

• 4-ounces 100% Juice Box

Snacks and drinks with an * have been popular in our BPS schools!





Section 2 – Involving Community Partners

Involving Community Partners

When planning your field day think outside of the walls of your school. Many businesses and organizations in your community want to help!

Within your school consider asking:

- Staff with any unique skills (Zumba Teacher, EMT, etc.) or any of their families with connections to local organizations
- Parents who may be in the health and wellness field or may have a connection to a local business

Places to consider contacting:

- ✓ Local Police Station & Fire Station
- √ Hospitals
- ✓ Dental Office
- ✓ Eye Doctors office
- √ Local Farmers markets
- ✓ Grocery Stores (such as Trader Joes or Whole Foods)
- √ Fitness Centers
- ✓ American Red Cross
- ✓ Local Colleges and Universities

When reaching out to those in your school and your community be sure to have a clear vision of what you need help with. Having a letter prepared can be helpful in ensuring the same message is asked of everyone.

Do you need volunteers for your event?

Do you need monetary support?

Do you need donations for raffles?



Sample letter for parent volunteers

Dear Parents and Guardians,

Tuesday, June 3rd will be the date of our annual 3rd, 4th and 5th grade Field Day. Considering the past success, we will continue our team approach to Field Day. To ensure the continued success of our annual Field day we must, as in the past, rely on the outstanding support of our parent/guardian volunteers. Our Field Day will be broken down into a morning session and an afternoon session with lunch in between. If you would like to volunteer your help with this year's field day, please complete the form below and return to Mr. Gates. Please feel free to sign up for the morning, afternoon or even both sessions if you wish.

If weather does not cooperate on June 3rd, our make-up day for Field Day will be June 5th. Please keep this date in mind, as we may need volunteers if field day would need to be rescheduled.

Thank you for your time,

Doug Gates
Physical Education



Letter template to potential donors

[Insert school logo/letterhead]
[Date]
[Manager's name]
[Name of business]
[Street address]
[City, state zip]
Dear [Manager's name]:

[Name of school or school district] will be holding our annual field day event on Thursday, April 27. We are seeking donations of juice, cups, healthy snacks and small prizes to reward students who participate in this event. We believe your business will benefit greatly by contributing to our event and we would like to request [list the items you're requesting; be specific] from your business.

In exchange for your donation, your business will receive: [Below are some suggestions for how you can recognize and thank your sponsors.]

- ✓ Recognition on the school website
- ✓ Publicity at the event welcome table
- ✓ Recognition in the school newsletter, which is distributed to [number of households] local households monthly

Our school community works hard to provide as many opportunities for our students to be healthy and live a physically active life style. Field Day allows us a special time for our school to come together and participate in events and activities that celebrate a healthy life style. Our students look forward to this event each year. Field Day is a step toward improving the health and wellness of our children that educates children in a variety of ways through event such as fire safety to large group games.

There is a critical need to keep our students moving and with 40% of Boston Public school students overweight or obese, there is no question that events such as field day help to decrease this alarming number.

Thank you in advance for supporting the health and wellness of our school. I will call you in the next few days to answer any questions you have about this request. You may also contact me at [your phone number] or [your email address].

Sincerely,

[Your name]



When asking for donations and volunteer support consider:

- Anyone working in the school needs to be CORI checked, be sure this is done before letting them help with your event
- If you are bringing food donations in, be sure they meet the competitive food guidelines
- Checking the credentials of any fitness or health related services
- After your event, be sure to thank your volunteers and community partners.
- It is important to share any media that your event may have received



Section 3 - Games

Individual Games

Individual games can be set up as stations that students rotate through. You can create many games/challenges from one piece of equipment. Many of these games/challenges can be changed just by adding in a different piece of equipment.

Hula Hoops

Equipment Needed: One hoop per student

Set-Up: Scatter enough hoops for all students in a large activity area.

Before You Start: Establish with students appropriate start and stop signals for the activity. Defining a home position for the hoop is also a good idea so that students are not playing while directions are being given.

How to Play: Lead students through the following hoop challenges:

Creative Hoop Challenges

Examples:

- -Move at slow, medium and fast speeds using the hoop as an automobile steering wheel
- -Move using different locomotor movements to mimic automobile scenarios such as, "speed bumps"-skipping; "flat tire"-hopping; "school zone"-tip-toeing-BE CREATIVE!

Preposition Challenges with Hoops

Examples:

- -Jump inside and outside of hoop
- -Crabwalk or bear walk around hoop
- -"Twister" calls:
 - *right hand and left foot inside hoop; left hand and right foot inside hoop
 - *Knees inside hoop; hands move around the outside of hoop



Hula-Hoop Challenges

Examples:

- -Hula-hoop around arm, finger, neck, ankle, waist
- -Jump rope using the hoop (spin hoop over head and jump over with feet)
- -"Skip it" while hula hooping around the ankle (one foot spins the hoop, the other foot hops over the hoop)
- -Have a hula-hoop competition. "Who can keep the hoop going the longest?"
- -Have a hula-hoop freeze dance party. "When music is on, hula! When music turns off, freeze!"

Ball Challenges

Equipment Needed: Various balls (Soccer, Tennis balls, etc.)

Set-Up: Scatter enough balls for all of the students in a large activity area.

Before You Start: Establish with students appropriate start and stop signals for the activity. Defining a home position for the ball is also a good idea so that students are not playing while directions are being given.

Sock Ball Throw

Equipment needed: Tub full of balled up socks, two cones to mark restraining line, target made on fence.

How to Play:

Give each player two (2) sockballs. To score a point, they must throw the ball overhand and hit the target on the fence. If not successful after first attempt, the player may have another attempt. If not successful after the second attempt, they go to the end of the lines and wait for another turn. HAVE PLAYERS RETRIEVE SOCKBALLS!

WITH EACH GRADE LEVEL, MOVE RESTRAINING LINE BACK.



Putt-Putt Center

Equipment needed: Tub full of recycled tennis balls, plastic hockey sticks for putters, two cones to mark restraining line, target made of three large steel cans side by side.

How to Play:

Give each player one (1) "putter" and one tennis ball. To score a point, they must putt the ball and have it in the "cup" in two putts. If not successful after the first attempt, the player may have another attempt from where the ball lies. If not successful after the second attempt, they may go to the end of the line to wait for another turn. HAVE PLAYERS RETRIEVE TENNIS BALLS! WITH EACH GRADE LEVEL, MOVE RESTRAINING LINE BACK.

Bowling Challenge

Equipment needed: Six (6) plastic liter bottles with caps on to make bowling pins, bowling balls made from plastic bags stuffed with crumpled up newspaper, cones to mark rolling line.

How to Play:

Hand each player two (2) "balls". From behind the cones they try to score a point for their team by rolling a "bowling ball" and knocking down all six pins. If not successful on first try, another try is taken. If not successful after the second attempt, the player may go to the end of the line and wait for another turn. HAVE PLAYERS RETRIEVE THEIR BOWLING BALLS.





Partner Games

Leading students through partners games can be helpful in controlling a large group and promoting team building skills.

Before You Start:

Creating teams or partners can be challenging, randomly pairing students can save a lot of time and arguments before starting the game. Counting off is the simplest way, but try using fruit or colors to pair people. Using similar interests is a great way to group students while also allowing them to get to know each other better.

Leap Frog

Equipment needed: none

How to Play:

Players work in sets of 2, one squats down on the ground while the other places his/her hands on the partner's back and leaps over. Then the one who leapt crouches down and

the one who first crouched, leaps over his/her partner. This continues until they reach the finish line, the first team to reach the finish line wins.

Wet Sponge Toss

Equipment needed: 2 buckets, 2 sponges

How to Play:

This activity helps kids cool off from the outside heat. Make two rows of buckets sitting across from each other and fill with water. Place large sponges inside the buckets on one side. Have children line up, with one child at each bucket. Time the children for one minute. When the time begins, children can pick up the sponges and throw them across to a partner on the opposite side, dipping the sponges in the water bucket each time. Rather than keeping score, children will enjoy trying to get their partners as wet as possible.



Alphabet Partner Stretch*

Equipment needed: none

How to Play:

Have students face each other and explain that using their whole bodies, they are going to "Paint" letters. Their partner will be their mirror and follow their movement. You can ask students to spell out different words and switch off who the "painter" will be. For example ask students to spell out the first 3 letters of their last name, or favorite color, or birthday, etc.

*This is a great activity to start or end your field day as the primary focus is flexibility.

Partner Tag

Equipment needed: none

How to Play:

After pairing students and pointing out boundaries, designate one student as "it". On the start sounds, the "it" students must do 3 jumping jacks before they can attempt to tag their partner. Once the partner has been tagged, roles reverse, and the new "it" person must do 3 jumping jacks before attempting to tag their partner. Using walking, skipping, or hopping, helps control the game as it is very fast paced.





Egg Toss

Equipment needed: Line markers, eggs

How to Play:

Teams of two toss an egg back and forth. After each partner makes a complete toss and complete catch (tossed twice), one partner takes a step back. Last team with a whole egg wins.

Water Balloon Toss

Equipment needed: Line markers, water balloons

How to Play:

Teams of two toss a water balloon back and forth. After each partner makes a complete toss and complete catch (tossed twice), one partner takes a step back. Last team with the balloon still intact wins.

Two Headed Race

Equipment needed: Extra-Large T-shirts

How to Play:

Students will line up with a partner. On the signal to begin, the first pair of students in each line will pick up the large T-shirt from the ground, put on the shirt so that both heads are out and each student has their outside arm sticking out the arm hole of the shirt. The partners will move to the cone, go around it, and move back to the start cone where they will quickly take off the shirt and give it to the next set of partners. This continues until all pairs have had a turn.

Marble Toes

Equipment needed: Large blanket or tarp, bag of marbles, buckets

How to Play:

Paint an area on the grass or lay out a large blanket or tarp. Cover the area with marbles. (You could set up several areas so groups of students can do the activity at the same time.) Pairs of students take off their shoes and socks and attempt to pick up marbles using only their toes. Place a bucket next to each student or each pair.

Egg Find

Equipment needed: Plastic Easter eggs

How to Play:



Pairs of students must find eggs that match their color (plastic Easter eggs) spread out in a large area.

Racquets Up Partner Event

Equipment needed: Tennis racquets, tennis ball

How to Play:

Partners will pick up a tennis ball cooperatively with their racquets. Keeping the ball between upright racquets the partners will move to the opposite line and back again.

3 Legged Race:

Equipment needed: Bandanas

How to Play:

Students tie one foot together with partner, place arms around each others' shoulders, and race to the finish line.

Fish Toss

Equipment needed: Butterfly net, Bean Bag or other light tossable

How to Play:

One student stands on one side of the field with a net. Another student stands opposite them with fish (bean bag, fluff ball, or other smaller object). One student tosses the fish underhand and the other tries to catch it in the net.

Beach Ball Races

Equipment needed: Beach ball

How to Play:

Two people partner up to carry a beach ball across a finish line and back to the start without using their hands. (Back to back, side to side, with their elbows, etc.)

Quick-Change Relay

Equipment needed: Suitcase or bag of old clothes containing a pair of oversized pants, an oversized shirt, and large shoes. For more fun, you might include colorful boxer shorts, a hat, or even a belt.



How to Play:

Each team is given a suitcase or bag of old clothes, when the relay begins, the first member of each team runs to the chosen spot with suitcase in hand, opens the suitcase, and puts on each of the clothing items over his or her own clothing. When that student is fully dressed, he or she runs back to the team undresses and hands the bag to their partner and the relay continues.

Mummy Relay

Equipment needed: Rolls of toilet paper

How to Play:

Provide each relay team with a roll of toilet paper (of the same size). The instructions below are written for 5-member teams, but they easily can be adapted for larger or smaller teams. One member of each team serves as the "mummy." When the relay begins, that student stands with arms stretched out and legs spread apart. The second student grabs the toilet paper and begins wrapping the mummy. The winning team is the first team to use up its roll of toilet paper while covering all or most of the mummy. Because the fastest job also might be the messiest mummy, students might vote to award a prize to the team that created the best-looking mummy; that will award a team that took care

to do the job well.



Large Group Games

Large group games are a great way to involve all students in a class or grade level. Shuttle relays, Capture the flag, and Steal the Bacon are all classic large group games. The games listed below are some new games that can be introduced at field day.

Centipede Bucket Brigade

Equipment Needed: 1 tossable per student and two hula-hoops per group

Set-Up:

Create a medium (20x20 paces) activity area. Place 2 hoops on opposite sidelines for each group. Create even groups; standing in a file line at 1 hoop. The line moves towards the opposite hoop. Fill starting hoops with a tossable for each member of the group.

How to Play:

The object is to move the tossables from one hoop to the hoop on the opposite side. Students pass the tossable overhead and between their legs while facing the filled hoop. As soon as you have passed the tossable, run to the other end of the line and wait to receive it. Continue until you reach the opposite hoop with the tossable. Drop it in and the whole group runs back to the other hoop and repeats until all the tossables are out of their hoop.





Moon Ball

Equipment Needed: 1 beach ball per 5 students and a stop watch

Set-Up:

Form groups of 5-7; each in a small circle with a beach per group

How to Play:

Teams attempt to keep the ball in the air for as long as possible. Group members must cooperate and communicate with one another to succeed. On signal, the ball is tossed in the air and students use their hands, feet, head, and any body part to keep it up as long as they can. How many touches can the group make before the ball falls to the ground? How many seconds can the group keep the ball in the air?





Parachute

Equipment Needed: Parachute, whiffle balls

How to Play:

This can be run in a variety of ways. If you have access to a parachute, you can lead a group through a variety of activities such as: Make a Mushroom, sit inside, play popcorn (throw some whiffle balls on top and shake it.

Capture the Flag

Equipment Needed: Cones and two flags

Set-Up:

Divide the playing field in half and designate two small "zones" on both sides to hold people who are tagged. There can also be a designated circle on each side where the flag is placed.

Before You Start:

Divide students into two teams. Make sure students understand all rules and know where the boundaries are located. Demonstrate safe tagging: Light touch, like butterfly wings, on the back or shoulder. Unsafe tags: hard contact that might cause the person being tagged to fall.

How to Play:

Each team tries to take the other team's flag and return across the center line without being tagged. When guarding the flag zone or the holding zone, a defender must be at least 2' away from the zone boundaries. If a player is tagged while on their opponent's side they are must go to the holding zone on their opponent's side. If a player who has stolen the flag is tagged, the flag is returned to the flag zone, and the player goes to the zone. A player can be freed from the holding zone when a teammate crosses the center line and tags the player; both players then receive a free walk back to their side. A player can only free one teammate at a time. If an opposing player can get both feet into the flag zone without being tagged, they can remain there safely (without getting tagged) before attempting to cross the center line.

Adapted from Playworks



Hula Hoop Challenge

Equipment Needed: 2 Hula-Hoops

Before You Start:

Have students form a circle, holding hands. Demonstrate to the group how to get through the hula-hoop without using hands. Make sure students are in a circle holding hands*.

How to Play:

Place the hula-hoop in between two people's interlocked hands. Explain that the goal of the game is to get the hula-hoop all the way around the circle without anyone letting go of their teammate's hands.

*Adult should walk along with the hoop, helping students as needed.





Knockout

Equipment Needed: 2 basketballs per 1 basketball hoop.

Before You Start:

Explain the rules of the game. Be prepared to do several demonstrations, stopping in the middle to ask students what comes next. Ask the students to explain the game back to you.

How to Play:

Students form one line at a cone a few feet behind the foul line, facing the basket. The first two players in line get a ball. The point of the game is for Player #2 to make a basket before the Player #1. Player #1 takes their first shot from the foul line. As soon as player #1 attempts the first shot, player #2 can attempt a shot from the foul line. If a player misses their first shot from the foul line, they can then rebound and shoot from anywhere on the court. Both players are trying to be the first to make a basket. If Player #2 makes it before Player #1, Player #1 was "knocked out"*. Both players pass their balls to the front of the line. Both players go to the end of the line. If Player #1 makes it first, Player #2 continues to shoot. Player #1 passes the ball to the first person in line and goes to the end of the line. Player #3 shoots a foul shot, now trying to get it in before Player #2. Once a player scores or is knocked out they should pass their ball to the next person in line as quickly as possible. Players may not at any time touch the other player's ball with their body or their ball.



*You can have students that are "knocked out" perform individual dribbling skills of partner up and perform a passing skill. This allows for the game to be inclusive to all participants.



Steal the Bacon

Equipment Needed: Any object or ball (rubber chicken, cone, tennis ball, etc) to be the "bacon".

Set Up:

Large rectangular area, such as a basketball court or field. Designate clear boundary lines.

Before You Start:

Describe the rules and demonstrate running into the center, grabbing the "bacon", and running it across their team's goal line (one at each end of the playing area). Ask the students to describe the rules of the game back to you. Remember that younger students may have a difficult time remembering their numbers. Asking them to show you their number with their fingers will help them remember.

How to Play:

Divide the students into 2-4 groups; each team sits on a boundary line. Give each student a number. Each group should have a 1, a 2, etc. Place the "bacon" in the center of the playing area. Assign each team one goal line at either end of the playing area. The adult calls out a number, and all students with that number run to pick up the "bacon". The student who gets the "bacon" first tries to run across his/her team's goal line without being tagged. The student whose number was called who did not get the "bacon" should try to tag the other player before they get across the goal line. Once someone is tagged or gets across their goal line, the round is over, all the students played in the round give each other high-5's, and they go back to the boundary line with their teams. Retrieve the ball, put it back into the hula hoop and sit back down.



Sharks and Minnows

Equipment Needed: None

Set-Up:

Set up a clearly designated rectangular play area with visible boundaries.

Before You Start:

Once children understand what the sharks will say, what the minnows do and when and where to run when 'Shark Attack!' is called, they are ready to start.

How to Play:

Choose a few students to be sharks and everyone else will be minnows. The sharks stand in the middle of the play area and say "Fishy, fishy, come out and play." The minnows slowly walk towards the sharks. At any time, the sharks can yell "Shark Attack!" The minnows must run to the opposite boundary line without being tagged. If a minnow is tagged, s/he also becomes a shark. When there are only one or two minnows left; they become the sharks in the next round.

Dance Freeze

Equipment Needed: Radio, tape or CD player.

Set-Up:

Designate an open area free of obstacles approximately 20'x20'. Have the radio or tape/CD player ready with an appropriate station or music selection.

How to Play:

In this activity, students dance as the music plays. When the music stops, each student must freeze immediately and hold that position until the music begins again. If a player does not freeze immediately, s/he does 10 jumping jacks during the start of the next round and then rejoins the dance. Since this is an aerobic game, it is better not for students to get "out."



Photo: Paul Janovitz



Inclement Weather Plan/Indoor Games

It is very important to have a backup plan if weather does not cooperate with your planned field day date. If possible, schedule a rain date. Field day is a special time for a school to come together and to be able to enjoy being outside. If it is not possible to set a rain date, be sure to create an indoor field day plan.

Just as if you were outside, create a schedule, layout of the space you will utilize, and clearly communicate this plan to the rest of the staff at your school.

With the right planning and creativity, field day can be just as fun indoors!

Below are similar indoor versions of games included in this guide.



Elbow Tag

Equipment needed: none

Before You Start:

Pair students and have them link elbows with their partner. Designate one pair to be "It".

How to Play:

All participants are linked at the elbows and cannot move. The "It" pair unlink elbows while one partner tries to tag the other (you can decide this ahead or rock paper scissor to decide). The only way someone can become safe is to link elbows with a pair, sending the person on the other end of the link to now be the person to be tagged. There cannot be more than two people at a time linking elbows. If the person gets tagged before linking onto a pair, they are now it.



Rock Paper Scissor Relays

Equipment Needed: Line markers (such as tape or a cone)

Before You Start:

Divide students into two groups; each group in a single file line. Each line of students starts at the ends of the "U". Review how to play Rock-Paper-Scissors. Make sure students know where to go after their turn depending on if they won or not.

Set Up: Set out a semi circle (U shaped) path using cones or other markers. You can also use half of a basketball court.

How to Play:

The goal of the game is for a player from one line to make it to the start of the opposite team's line. The player who made it from one side to the opposite side gets a point for his/her team. The game begins on a signal from the leader. The first players in each line begin walking on the path towards each other. When the first two players from opposite teams encounter each other on the path, they stop and Rock, Paper, Scissors until one player wins. The winner continues walking on the path in the same direction, while the other side allows their next player to start walking on the path. Again when the players encounter each other, they do Rock, Paper, Scissors until one player wins. The game continues, with each side accruing points each time they make it all the way around the path to the other team's side.

3 on 3 Basketball, Football, Soccer

Equipment needed: Appropriate ball and net or hoop

Before You Start:

Students will be lined up in 3 lines on the starting line. Have the first 3 students step out and turn around to become the "defense".

How to Play:

Teams of 3 work together to score a point on offense while the 3 defensive players try to steal/block the ball. All 3 offensive players must touch the ball before a team can attempt to score. Plays ends when offense scores a point or defense was able to get possession of the ball. The team that scored the point stays in the game to face the next 3 students in line while the other team returns to the back of the line.



One Fish Two Fish...

Equipment needed: Cones, tossable object (rubber chicken, stuffed animal, cone or other small object).

Before You Start:

Students line up on the starting line. The tossable object is placed a distance in front of the starting line.

Set Up: A visible starting line marked by cones, paint or surface differences.

How to Play:

The adult stands behind the object facing the students. The adult turns around with the students behind the adult and loudly says, "One Fish, Two Fish, Red Fish, Blue Fish". The students may only move while the adult is turned the other way and is speaking the phrase. When the adult finishes "blue fish", s/he turns around and all the students must freeze. If any of the students are moving after "blue fish," the whole group goes back to the starting line. If no students are caught moving, the adult turns around again and loudly says, "One Fish, Two Fish, Red Fish, Blue Fish" and the students get to move from their current spot. Once students get close enough to take the object from behind the adult, the students need to hide it behind their backs so the adult does not know which student has the object. Students still may only move during the phrase, but once the object is taken, the adult gets to guess who has the object. (One guess per roughly 8 students.) If the adult guesses correctly, the object is returned and the students start over at the starting line. After incorrect guesses, the students continue moving from where they are during the phrase. The object is for the students to get the object back to their starting line without the adult guessing who has it. Each freeze, a different student must have the object.





Have a field day success story? Share it with us!

Need help with your planning or resources for your event? Let us know!

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Field Day Planning Guide Template

General Planning

There are many steps to planning a successful field day, use this template to guide you through the process and ensure that you think of all aspects of your field day!

Identify staff, fam	ily, and community	partners to sit on	the planning com	mittee:	
What will the set	up of your field day	look like? (Statio	ns, one large game	, games mixed in t	through the
day, etc.)					
Length of each act	ivity/station:				



How will groups transition from activities?
Identify Activities to be run at your field day
Activity name:
Equipment needed:
-
-
-
Staff supervising activity:
Identify Activities to be run at your field day
Activity name:
Equipment needed:
-
-
-
Staff supervising activity:
Identify Activities to be run at your field day
Activity name:



-
-
Staff supervising activity:
Identify Activities to be run at your field day
Activity name:
Activity fidine.
Equipment needed:
_
-
- -
Staff supervising activity:
Identify Activities to be run at your field day
Activity name:
Equipment needed:
-
-
-
Staff supervising activity:



Identify Activities to be run at your field day

Activity name:			
Equipment needed:			
-			
-			
-Staff supervising activity:			
Create a schedule of events:			
Class/Grade:			
Scheduled field day time:			
Order of Activities they will be participat	ing in:		
	Time:	to	
	Time:	to	
	Time:	to	
Class/Grade:			
Scheduled field day time:			
Order of Activities they will be participat	ing in:		
	Time:	to	
	Time:	to	
	Time:	to	

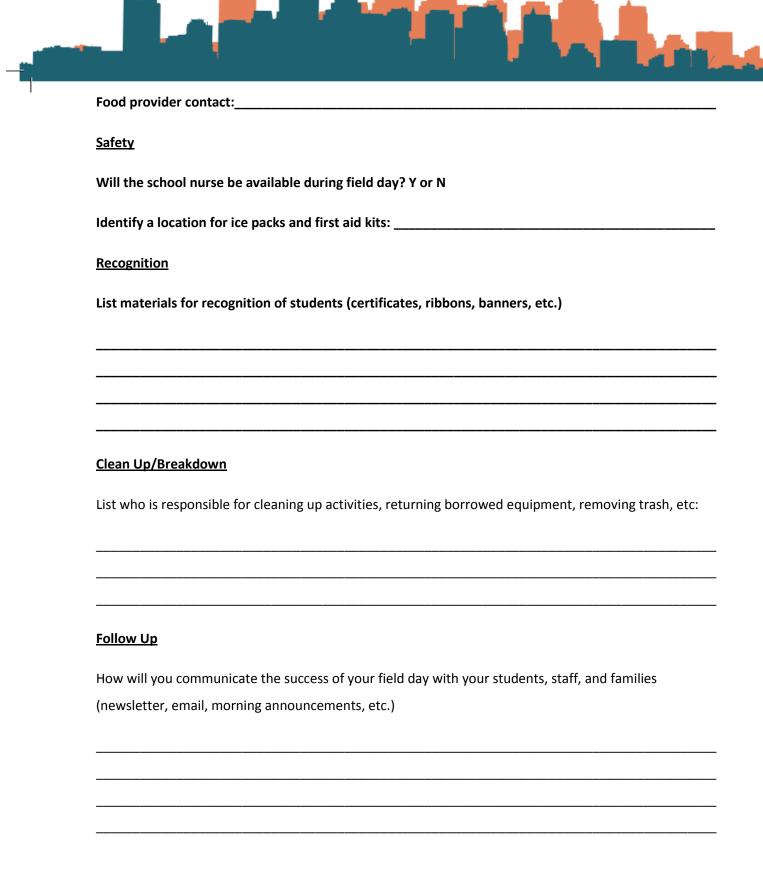


Class/Grade:			
Scheduled field day time:			
Order of Activities they will be partic	cipating in:		
	Time:	to	
	Time:	to	
	Time:	to	
Class/Grade:			
Scheduled field day time:			
Order of Activities they will be partic	cipating in:		
	Time:	to	
	Time:	to	
	Time:	to	
Class/Grade:			
Scheduled field day time:			
Order of Activities they will be partic	cipating in:		
	Time:	to	
	Time:	to	
	Time:	to	
Class/Grade:			
Scheduled field day time:			



Order of Activities they will be part	dicipating in.		
	Time:	to	
	Time:	to	
	Time:	to	
Closing ceremony time:	to		
Do teachers need to prepare anyth	ing for their students	prior to the cerer	nony? (Create a banner,
certificate,			
etc.)			
Refreshments/Food List foods/refreshments that will b			
Do your food/refreshments meet t	he competitive food g	uidelines? Y or	N
Water should be available through	out the field day even	ts, how will stude	ents have access to water
(water bottles, coolers, etc.)			

If you are unsure refer to the food section of the planning guide









Superintendent's Circular

School Year 2010-2011

NUMBER: FNS-3

DATE:

December 12, 2011

NUTRITION POLICY AND GUIDELINES – VENDING MACHINES, A LA CARTE AND COMPETITIVE FOODS

In response to continuing concerns regarding childhood overweight and obesity as well as other diet-related diseases in our city's school-aged children, the Boston School Committee has approved the following guidelines regarding the sale of beverages and foods in schools. These guidelines will cover items that are sold, provided, or served to students within school buildings or on school grounds, in the student stores, cafeterias, classrooms, hallways, and vending machines, all of which are sold in competition with the school meal programs.

In accordance with Mayor Menino's Executive Order Relative to Healthy Beverage Options, all beverages sold on school grounds shall meet the City's Healthy Options Beverage Standards. Principals and staff will promote a school environment supportive of healthy eating. Adults are encouraged to model healthy eating by serving nutritious food and beverages at school meetings and events for adults and staff, and by prohibiting the use of food as reward or punishment, from providing candy and snacks of minimal nutritional value as rewards for students, and instead integrating practices of non-food rewards.

To promote a healthier school environment, these guidelines also apply to fundraisers, school-sponsored transportation, classroom activities, and school events. See the Implementation Guidelines section for details.

Taking effect first in July 1, 2004, these guidelines were implemented with the start of school on September 2004. They were updated in April 2011, to take into consideration new Nutrition Guidelines that impact the overall health and wellness of out students and staff. This document is intended to assist Principals, Headmasters and other Administrative Heads in implementing these guidelines in their schools.



These guidelines apply to snacks, side items, treats, and desserts offered for sale as Competitive Foods in schools. All such Competitive Foods shall meet the criteria outlined in the implementation guidelines that follow. This includes food and beverages sold, provided, or served to students in:

- School cafeterias, specifically "a la carte" entrees and snacks
- Vending machines
- School stores
- School snack bars
- Concession stands
- Classrooms and hallways
- Booster sales
- Fundraising activities
- School-sponsored or school-related events, including those with schoolsponsored transportation occurring off school grounds, such a sporting events and field days
- Food trucks on school grounds

Foods in these guidelines include but are not limited to fruits, vegetables, yogurts (including drinkable yogurt and yogurt smoothies), puddings, soups, cheeses, salty snacks, nuts, seeds, dried meat snacks, packaged or snack bars, baked goods and other pastries, candy, frozen desserts, and other similar foods. Items that would be considered to be entrées if sold in the reimbursable meal program, but are sold a la carte as Competitive Foods, are not subject to these Guidelines. This policy will be reviewed once yearly by a sub-committee of the Boston Public Schools (BPS) District Wellness Council.

BACKGROUND

Schools across the city, state and nation have been grappling with developing meaningful and applicable guidelines on this issue of obesity for the past decade. Earlier "Competitive Food Guidelines," set forth by USDA and individual State Departments of Education, prohibited only the sale of foods of minimal nutritional value: (Federal Register: 7 CFR Part 210.11). These standards attempted to address types of foods and beverages sold, provided, or served to students within school buildings. While some state standards may have been useful thirty years ago, most are outdated as they do not address the growing availability of vending machines, foods, candy and soda sold inside and outside of the cafeteria at fundraisers or in student stores. Competitive foods are relatively low in nutrient density and high in fat, added sugar and calories. Neither a la carte nor competitive foods are bound by dietary guidelines that the National School Lunch (NSLP), National School Breakfast, and After School Snack Programs must adhere to.



National and State Departments of Education, School Boards, Food Policy Advocacy Organizations, the American Academy of Pediatrics, the Center for Science in the Public Interest, State Dietetic and School Food Service Associations and other representative groups have met over the past several years to establish or recommend nutrition standards to promote healthy eating habits among children. *Massachusetts A La Carte Food Standards to Promote a Healthier School Environment* is a guideline that has been established by the Massachusetts Action for Healthy Kids, first adopted in January 2004 and updated December 2009. These guidelines, along with the Institute of Medicine, the Alliance for a Healthier Generation Competitive Foods and School Beverage Guidelines, nutrition standards from School Nutrition Bill (H4459, S2322), and the *Healthier*US School Challenge informed the latest revision to our policy.

POLICY

The Boston School Committee supports lifelong healthy eating habits for all students and staff in the Boston Public Schools. The School Committee is committed to addressing the increasing rates of diet-related health consequences among these groups by means of the following:

The Boston Public Schools takes a comprehensive approach to reviewing, implementing, and incorporating changes in policy, curricula and operating procedures to promote healthy lifestyles and appropriate nutritional practices for all students. Components of this approach include:

- reviewing and assessing the food available in school lunches to ensure that it is consistent with recommendations from the Dietary Guidelines for Americans and USDA School Meals Initiative for Healthy Children in nutritional content, portion size and quality;
- reviewing the BPS curriculum and identifying opportunities to teach healthy eating habits;
- identifying opportunities to provide support to students around appropriate nutritional practices for meals and snacks;
- identifying opportunities to support teachers, school staff, and parents around modeling healthy eating habits and the appropriate nutritional standards and encouraging non-food alternatives, for school fundraisers, student rewards and reinforcement, school parties, and classroom celebrations;
- promoting health and nutrition messages consistent with those taught by qualified health educators;
- establishing policy guidelines for food and beverage sales within school environments.

The Superintendent reports back to the School Committee with an update and recommendations on the Student Health and Nutrition Initiatives



In addition, the Superintendent and appropriate BPS staff have developed guidelines, which are implemented on July 1, 2004 and updated March, 2011 for the sale of competitive foods and beverages and beverages in school buildings or on school grounds. These guidelines are in accordance with the *Massachusetts A La Carte Food Standards to Promote a Healthier School Environment*, Institute of Medicine, the Alliance for a Healthier Generation Competitive Foods and School Beverage Guidelines, and the *HealthierUS* School Challenge.

IMPLEMENTATION GUIDELINES

Preparation of all competitive foods and beverages must meet state and federal food safety guidelines.

In accordance with 105 CMR 225.100, nutrition information must be made available to students for non-prepackaged competitive foods and beverages, by August 1, 2013. This requirement shall not apply to the sale or provision of fresh fruits or fresh vegetables, and foods or beverages sold during the school day at booster sales, concession stands and other school-sponsored or school-related fundraisers and events.

Implementation guidelines must comply with or exceed nutrition standards delineated by 105 CMR 225.000:

http://www.mass.gov/?pageID=eohhs2terminal&L=5&L0=Home&L1=Government&L2=Laws%2C+Regulations+and+Policies&L3=Department+of+Public+Health+Regulations+%26+Policies&L4=Proposed+Amendments+to+Regulations&sid=Eeohhs2&b=terminalcontent&f=dph_legal_nutrition_standards&csid=Eeohhs2

Beverages and foods sold, provided, or served to students in Boston Public Schools or on school grounds outside the school meal program must adhere to the following standards.

Beverages:

The total beverage product line must meet the following criteria:

- 1. Schools may sell, provide, or serve only plain water, juice, and milk to students. Beverages such as soft drinks, fruit drinks with minimal nutritional value, and sports drinks **cannot** be sold, provided, or served to students anywhere in school buildings or on the school campus.
- 2. Plain drinking water must be readily available during the school day at no cost
- 3. Drinking water must be unflavored, has 0mg of sodium, has no nutritive or nonnutritive sweeteners, noncarbonated, caffeine-free, and has no additives except those minerals normally added to tap water.
- 4. Beverages, except for flavored milk or flavored milk substitutes shall not contain added sugars including high fructose corn syrup and non-nutritive sweeteners.
- 5. No beverages shall contain artificial sweeteners.
- 6. Fruit and/or vegetable based drinks must be composed of no less than 100% fruit/vegetable juices with no added sweeteners, not to exceed 4 ounces in

- - elementary, middle, and K-8 schools, and not to exceed 8 ounces in high school, with 120 calories/8 oz. plus 10% Daily Value of 3 vitamins and nutrients, such as Vitamin A, C, D and calcium
 - 7. All milk and milk substitute products shall be pasteurized fluid types of low fat (1%) or skim (fat-free) milk, which meet USDA, state and local standards for milk. All milk shall contain Vitamins A and D at levels specified by the Food and Drug Administration and shall be consistent with the state and local standards for such milk. All milk, flavored milk and milk substitute container sizes shall not exceed 8 ounces.
 - 8. Flavored milk and milk substitutes shall be fat-free and contain no more than 22 grams total sugars per 8 ounces.
 - 9. Soy and rice milk-substitute drinks shall be calcium and vitamin-fortified and shall contain no more than 22 grams total sugars per 8 ounces.
 - 10. No beverages shall contain more than trace amounts of caffeine.
 - 11. Competitive juice and milk beverages will not be offered in elementary schools.
 - 12. City of Boston agencies in BPS buildings may offer 8 oz. of 100% juice or low-fat and nonfat milk products in vending machines available only outside of the school day.

Foods:

Fresh fruits and/or non-fried vegetables must be offered wherever competitive foods are sold, provided, or served to students except in non-refrigerated vending machines and vending machines offering only beverages.

Use of fryolators in preparing competitive foods is prohibited.

In addition, competitive foods must meet the following nutritional criteria per item:

- 1. Any other food that meets **all** of the following criteria:
 - ≤ 35% of total calories from fat.
 - Nuts, nut butters, and seeds are exempt from above limitation and are permitted if served in 1 oz portions
 - Fruit and nut combination products are exempt from the above limitation.
 - ≤ 10% of calories from saturated fact OR ≤1g saturated fat
 - Nuts, nut butters, and seeds are exempt from above limitation and are permitted if served in 1 oz portions
 - Og trans fat
 - ≤ 35% of total calories from sugar
 - Non-fat or low-fat yogurt with a maximum of 30g sugar per 8 ounces.
 - ≤ 200 mg sodium
 - A la carte entrees like cheese sandwiches, vegetable with sauce, and soups must be less than 480 mg sodium if they contain one or more of the following:
 - ≥2g fiber



- ≥5g protein
- ≥10% DV of Vitamin A, C, E, folate, calcium, magnesium, potassium, or iron
- ≥½ serving (¼ cup) of fruit or vegetables.
- If products are dairy, they must be non-fat or low fat dairy.
- Bread and other whole-grain based products shall have a whole grain (such as whole wheat) listed as the first ingredient or contain grains that are at least 51% whole grains.
- Meet 1 of the following calorie requirements:
 - o ≤100 calories
 - Vegetables with sauce and soups can have 150 calories if they contain two or more of the following: ≥2g fiber; or ≥5g protein; or ≥10% DV of Vitamin A, C, E, folate, calcium, magnesium, potassium, or iron; or ≥½ serving (½ cup) of fruit or vegetables.
 - Other foods can have calorie limits per below if they contain one or more of the following:
 - ≥ 2g fiber
 - ≥ 5g protein
 - ≥ 10% DV of Vitamin A, C, E, folate, calcium, magnesium, potassium, or iron
 - ≥ ½ serving (1/4 cup) of fruit or vegetables:
 - < 150 calories for elementary schools
 - < 180 calories for middle and
 - < 200 calories for high schools</p>
- 2. No more than trace amounts of caffeine are allowed in foods.
- 3. Foods must contain no artificial sweeteners.
- 4. Foods must have limited added sweeteners as much as possible.
- 5. Fruits shall have no added sweeteners and have 0g total fat. Since fresh fruits and vegetables vary in size and calories naturally, they have no calorie limit.
- Fruits packaged in their own juices or dried will not exceed the following calorie limits: 150 calories for elementary schools, 180 calories for middle schools and 200 calories for high schools.
- 7. Dried fruit and nut combination products (commonly known as trail mix) can be included within these guidelines if they meet the following standards:
 - a. The items found in the combination product include only <u>unsweetened</u> dried fruit, nuts and/or seeds.
 - b. The product contains no added sweeteners.
 - c. The combination product is exempt from the ≤ 35% of total calories from fat requirement, but must meet all requirements around calories, saturated fat, trans fat, sodium, sugar, and positive nutrients
- 8. Any one egg or equal amount of egg equivalent is allowable, if it contains no added fat.



9. Any reduced-fat or part-skim cheese ≤1 oz.

TIME OF DAY

The Guidelines apply to all food and beverages (outside the USDA School Meals and After School Snack Program) provided to students on school grounds during the regular and extended school day when events are primarily under the control of the school or third parties on behalf of the school.

The **extended school day** is the time before or after the official school day that includes activities such as clubs, yearbook, band and choir practice, student government, drama, sports practices, intramural sports, and childcare/latchkey programs. These Guidelines shall also apply to food and beverages supplied by schools during official transportation to and from school and sponsored activities, including but not limited to field trips and interscholastic sporting events where the school is the visiting team except as specified herein.

Vending machines, including those controlled by other entities in BPS buildings and grounds, shall comply with these Guidelines at all times.

FUNDRAISERS, FOOD REWARDS AND MEETINGS

The building administrator or his/her designee is responsible for approving all fund raisers. Principals and staff will promote a school environment supportive of healthy eating. Adults are encouraged to model healthy eating by serving nutritious food and beverages at school meetings and events, and by refraining from providing candy and snacks of minimal nutritional value as rewards for students and instead integrating practices of non-food rewards.

If schools participate in fundraising involving food and beverages, the fundraiser should support a healthy school environment and be free from solicitation of foods that do not meet the specifications of the Dietary Guidelines for Americans. Fundraisers should not include the sale of candy, beverages, and snacks of minimal nutritional value Superintendent's Circular #FNS-3, 2011-2012 December 12, 2011 Page 2 of 6 6 Automatic timers will be used to limit access to competitive foods and beverages during the school day.

SUPPORT FOR IMPLEMENTATION

This is a citywide initiative, with the Boston Public Schools taking the lead to implement healthy snack and beverage guidelines. The Mayor's Office, the Boston Public Health Commission (BPHC), the Boston Centers for Youth and Families (BCYF) are all in full support of these policies.

To assist with this transition, Food and Nutrition Services will continue meeting with vendors and manufacturers to discuss product specifications that meet these guidelines. Language referencing new policies is included in the Request for Bids for



beverages, dairy and ice cream, and snack food products. Vendors who are awarded single-year or multiple-year contracts must comply with the stated guidelines With assistance from the School Wellness Council, students, teachers, parents and administrators will be informed and educated about the new guidelines. Technical support will be provided to help schools and agency partners adjust to the revised standards, including providing resources on healthful forms of fundraising and meeting guidelines. The Commonwealth of Massachusetts passed a School Nutrition Bill (H4459, S2322). The BPS implementation guidelines have been revised to include state nutritional standards.

MONITORING AND COMPLIANCE

Schools will be monitored by:

- Schools will include a goal for implementing this policy in the Wellness Action Plan of their Whole School Improvement Plan
- All schools will annually complete the Alliance for a Healthier Generation Healthy School Program Inventory that includes questions on competitive foods and beverages.
- All schools will annually complete the Alliance for a Healthier Generation Healthy Schools inventories specific to competitive foods and beverages

The Principal and relevant academic Superintendent will be notified if a school is found to not be compliant.

School administration, families, students, and wellness council will be provided information about the policy to engage and support monitoring, enforcement, and compliance.

DEFINITIONS

Food of Minimal Nutritional Value: Food that provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving.

A La Carte Foods: Sold typically in the cafeteria by the school food service department. They are separately and individually priced and are not usually part of the NSLP.

Competitive Foods: Competitive foods or beverages means all foods or beverages sold or provided in public schools, other than non-sweetened carbonated water and those items sold or provided as part of federal nutrition programs such as the School Breakfast Program, School Lunch Program, and the Child and Adult Care including those offered in: School cafeterias; school stores; school snack bars; concession stands, booster sales, vending machines; fundraising activities; school-sponsored or school-related events; food trucks, and any other location in public schools.



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