



HUDSON PUBLIC SCHOOLS
155 Apsley Street
Hudson, Massachusetts 01749
978.567.6100

HUDSON SCHOOL COMMITTEE MEETING

October 10, 2017

155 Apsley Street - Administration Building

7:00 p.m.

AGENDA

- I. **Call the Meeting to Order**
- II. **Minutes of the Following Meeting Presented for Approval:**
Regular Meeting: September 26, 2017
- III. **Public Participation:**
In order to efficiently conduct the business of the School Committee and provide for public input, please keep in mind the following:
 - *Speakers should address their issues and concerns, and avoid personal attacks;*
 - *Persons addressing the Committee should refrain from reading long statements. If such statements are considered necessary for background material, then these statements should be furnished to the Committee prior to the meeting; and*
 - *Persons addressing the Committee should limit their statements to approximately two minutes.*
- IV. **Reports:**
 1. Report of the Superintendent
 2. Subcommittee Reports (if needed)
 3. Student Report (if any)
- V. **Matters for Discussion:**
 1. Discussion of Aspen
 2. 1:1 Technology Rollout Update
 3. Discussion of MASC Resolutions
 4. Entry Plan Update
- VI. **Matters For Action:**
 1. Approval of Legal Analysis and Report of Status of 62 Packard Street Property, TCO #17-215
 2. Approval of Hudson High School Overnight Field Trip to Peruvian Amazon - April 10-21, 2018



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3. Reclassifications of Funds (if needed)
4. Items of Interest to the School Committee

VI. Executive Session/Adjournment

The Agenda reflects topics that the Chairperson reasonably anticipates will be discussed.

Not Approved

**Hudson School Committee
Open Session Minutes**

Meeting Date: September 26, 2017

Location: Administration Building
155 Apsley Street

Members present: Michele Tousignant Dufour, Allyson Hay, George Luoto, Glenn Maston, Elizabeth Hallsworth, Steven Smith and Adam Tracy

Members absent: Ben Carne, Student Representative

Others present: Dr. Marco C. Rodrigues, Superintendent
Julia M. Pisegna, Recording Secretary

I. Call the Meeting to Order – 7:02 p.m.

The meeting was called to order by Committee Chair Michele Tousignant Dufour.

Approval of Minutes:

Regular Meeting: September 12, 2017

A motion to approve the minutes of September 12, 2017 was made by Mr. Luoto and seconded by Mr. Maston. On a vote of 7-0, the motion passed.

Public Participation:

None.

Reports:

Student Report

None.

Report of the Superintendent

Dr. Rodrigues presented the Special Education Services Report which highlighted the 2016-2017 Improvement Plan and the 2017-2018 Improvement Plan.

Dr. Rodrigues also highlighted the following:

- Hiring of Tanya O’Connell, Assistant Director of Student Services;
- Hiring of Alise Wells, Coordinator of Elementary Grades K-5;
- Hiring of Denise Hayes, Coordinator of Elementary Grades 6-12;

Not Approved

- Expansion of training for the Orton-Gillingham Reading Program;
- Language-based training for selected teachers at Farley Elementary School through Landmark School Outreach;
- Training on Social, Emotional Learning for School Psychologists, Guidance Counselors, Adjustment Counselors, Nurses and Secondary Health/Wellness Teachers;
- Mindfulness training in the spring for all staff;
- Exploring the new IEP database system through Aspen SIS;
- Co-Teaching training event scheduled for September 28th;
- Creation of accounting protocols for SEPAC Hudson to accept gifts and donations
- School Committee voted on funding source to assist SEPAC Hudson with operational expenses; and
- Professional development training for SEPAC Hudson.

Discussion ensued.

Subcommittee Reports

Committee Co-Chair, Allyson Hay, reported that the Superintendent's Evaluation Subcommittee had met to discuss the five-step cycle, assessment and goals regarding the Superintendent's evaluation and process.

Discussion ensued.

Dr. Rodrigues presented an overview of the goals and benchmarks.

A motion to approve the goals, as set forth in the Subcommittee report, was made by Ms. Tousignant Dufour and seconded by Mr. Smith. On a vote of 7-0, the motion passed.

Committee Chair, Michele Tousignant Dufour, noted that she continues to work on the Subcommittee calendar.

Matters for Discussion:

1. Discussion of District Improvement Plan Revision 2017-2018

Dr. Rodrigues shared that the current District Improvement Plan will be coming to a close, and the ELEVATE team continues to meet to discuss strategies and prioritize the next action steps relative to the areas of focus and goals for high quality curriculum, instruction and assessment, continuous improvement using data and high expectations for teaching and learning.

Discussion ensued.

2. Discussion of School Improvement Plan Timeline

Dr. Rodrigues reported to the Committee that the Principals will present their School Improvement Plans at the School Committee meeting scheduled for Tuesday, October 24th.

Matters for Action:

1. **Approval to Appoint Dr. Marco Rodrigues to Serve as Representative on the Assabet Valley Collaborative Board of Directors**

A motion to approve Dr. Marco Rodrigues to serve as representative on the Assabet Valley Collaborative Board of Directors was made by Ms. Hallsworth and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

Discussion ensued.

Reclassifications:

A motion to approve the reclassifications of funds, as presented as No. 1, was made by Ms. Hay and seconded by Mr. Maston. On a vote of 7-0, the motion passed.

A motion to approve the reclassifications of funds, as presented as No. 2, was made by Mr. Luoto and seconded by Ms. Hallsworth. On a vote of 7-0, the motion passed.

A motion to approve the reclassifications of funds, as presented as No. 3, was made by Ms. Hallsworth and seconded by Mr. Luoto. On a vote of 7-0, the motion passed.

A motion to approve the reclassifications of funds, as presented as No. 4, was made by Ms. Tousignant Dufour and seconded by Mr. Maston. On a vote of 7-0, the motion passed.

Items of Interest to the School Committee:

Mr. Luoto inquired when the Committee would be in place regarding Food Services.

Committee Chair, Michele Tousignant Dufour, updated the Committee on the plans for the Food Service Committee and will keep Committee members updated.

Mr. Tracy shared that he enjoys the Creating Connection and thanked Dr. Rodrigues for the information.

Discussion ensued.

Ms. Hay asked for an update regarding Aspen.

Discussion ensued.

Executive Session/Adjournment

At 8:12 p.m., Committee Chair, Michele Tousignant Dufour, noted that Executive Session was needed for the following reason:

Not Approved

1. To conduct strategy sessions in preparation for negotiations with union personnel (Hudson Education Association) because an open session may have a detrimental effect on the legal position of the Committee

A motion to enter into Executive Session was made by Ms. Tousignant Dufour and seconded by Ms. Hay.

Vote by roll call:

Ms. Tousignant Dufour – yes

Ms. Hay – yes

Mr. Luoto – yes

Mr. Maston – yes

Ms. Hallsworth - yes

Mr. Smith – yes

Mr. Tracy – yes

Committee Chair, Michele Tousignant Dufour, announced that the Committee would enter Executive Session and not return to public session.

Respectfully submitted,

Elizabeth Hallsworth, Secretary
Hudson School Committee



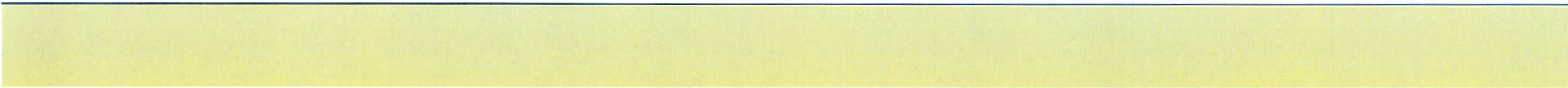
Report of the Superintendent

Professional Learning

October 10, 2017

Marco C. Rodrigues, Ed.D.

Standard I, Indicators I-A,B,C,E
Standard II, Indicators II-B
Standard III, Indicators III-B
Standard IV, Indicators IV-A,B,C,D,E





District's Standards and Indicators

IV. Human Resources and Professional Development

- 1. Staff recruitment, Selection, Assignment
- 2. Educator Growth and Evaluation
- 3. Professional Learning

High Quality Professional Learning



Massachusetts General Laws

The School Committee adopts the professional development plan for all principals, teachers and other professional staff employed by the district. It must update the plan annually, and set forth a budget for professional development. The plan shall include training related to the statewide curriculum frameworks and other skills required for effective implementation of education reform, including participatory decision-making, parent and community involvement, and training for members of school councils. The plan may also include teacher training to address gender bias in the classroom. (g.l. c. 71, [[section]] 38q)

High Quality Professional Learning



Rationale

“Educators play a critical role in the success of students. As such, all educators are called on to continually improve their practice. Professional development is the single most accessible method by which educators can grow and learn as professionals.” -Mass DOE

High Quality Professional Learning



Massachusetts Standards for High Quality Professional Development

Characteristics of High Quality Professional Development:

1. Has SMART goals relevant to student outcomes
2. Aligned with goals and priorities
3. Designed based on the analysis of data
4. Assessed to ensure goals met
5. Promotes collaboration
6. Advances an educator's ability to apply learning
7. Models good pedagogical practice
8. Makes use of relevant resources to meet goals
9. Facilitate by knowledgeable professionals
10. Is coherent and connected

High Quality Professional Learning



District Improvement Plan

Strategy # 3 : High Expectations for Teaching and Learning

- **Areas of Focus:** To develop and provide focused professional development for all staff members to support high quality teaching and learning across content areas and work discipline.
- **Goals:**
 1. To develop a Professional Development Advisory Council to support and enhance professional development services and programs.
 2. To identify / prioritize areas of need by work discipline.
 3. To develop a cohesive Instructional Leadership Team (ILT) at each school to monitor and support teaching and learning practices.

High Quality Professional Learning



Professional Development Advisory Council

Professional Development Plan

- Step 1 – identify and prioritize Professional development needs
- Step 2 – write professional development goals
- Step 3 – develop the Professional development plan
- Step 4 – assess the impact of professional development
- Step 5 – report and reflect on results

High Quality Professional Learning



Professional Development Advisory Council

Beth Albota	Secondary SpEd. Teacher	Jen Letourneau	Instructional Coach
Rachel Brunell	Instructional Coach	Julie McGowan	Elementary Teacher
Ellen Capstick	Resource Nurse	Bri Miele	Secretary
Sara Davis	Science Curric. Director	Amanda Pezzotte	Pre-School Teacher
Heather Fisher	Instructional Coach	Ana Pimentel	World Lang. Director
Erin Gaffny	Elementary Teacher	Cindy Prockett	Pre-School Teacher
Matt Gaffny	Assistant Principal	Melissa Provost	Principal
Michelle Gebo	Secretary	Eric Salituro	Paraprofessional
Erin Goldstein	EL Director	Ellen Schuck	Technology Director
Lisa Hastings	Elementary Teacher	Emily Smyth	ESL Teacher
Diana Henderson	Middle SpEd. Teacher	Rebecca Tkachuck	Middle School Teacher
Danica Johnston	Assistant Principal	Laura Walker	Paraprofessional
Cathy Kilcoyne	Student Services Director	Todd Wallingford	ELA/SS Curric. Director
Bob Knittle	Math Curric. Director		



Alignment of Professional Development Opportunities

- We are connecting learning between Tuesday PD days, Wednesday 1/2 days, and the full-day PD
- Strategic plan moving forward based on data gathered from multiple sources:
 - Staff survey
 - Teacher SMART goals
 - Department needs
 - Student data
 - District Improvement Plan and School Improvement Plans

High Quality Professional Learning



District PD Survey

- Google forms survey sent out to all district staff - 316 responses
- Shared professional development needs
- Shared professional development they could lead
- Provided feedback for 09/27 professional development day

Results were analyzed by PD Advisory Council on October 4th

High Quality Professional Learning

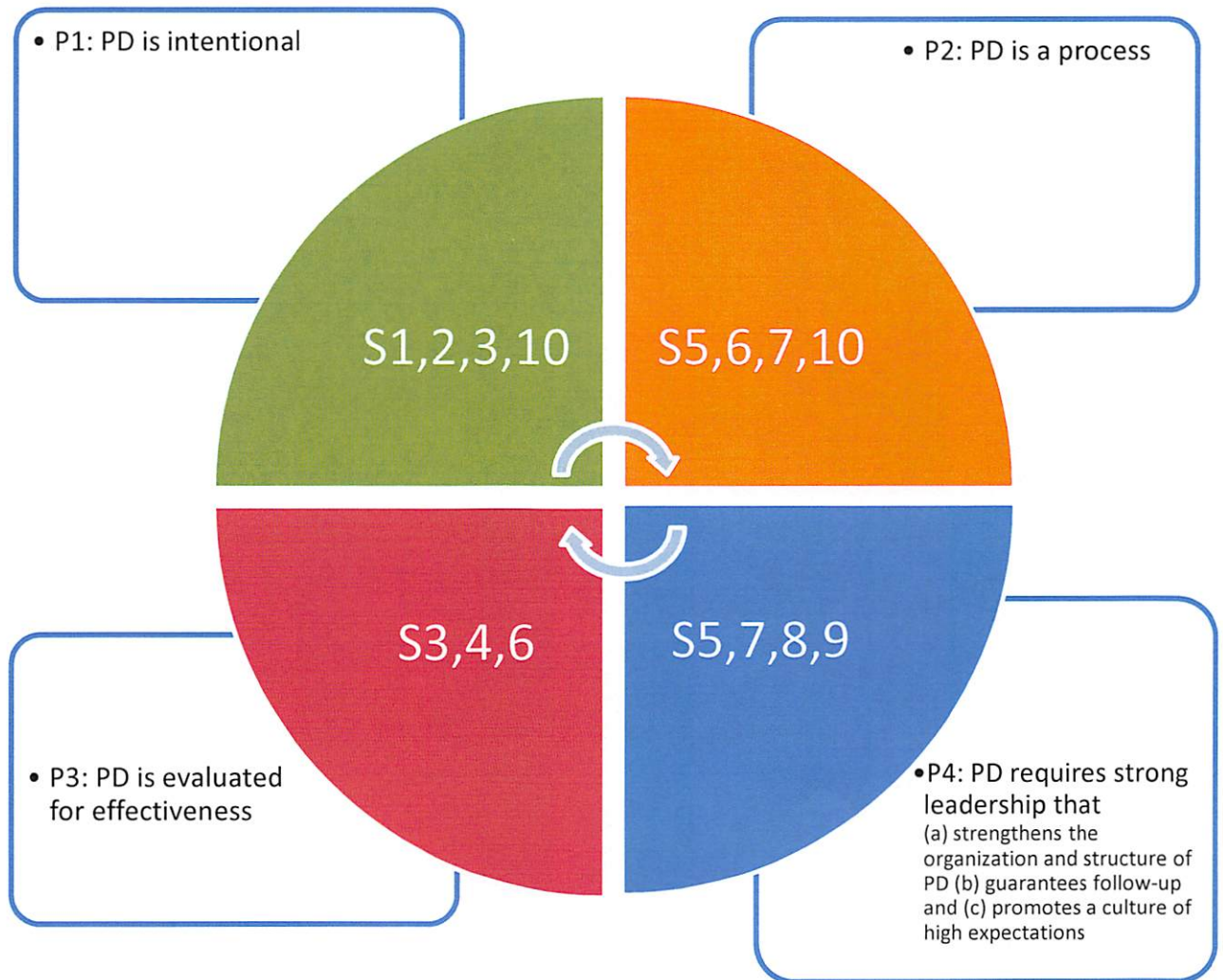
THE MASSACHUSETTS STANDARDS FOR PROFESSIONAL DEVELOPMENT

	Standards	Indicators
CONTENT STANDARDS	1. HQPД has clear goals and objectives relevant to desired student outcomes.	1.1 Professional development goals specify intended student outcomes. 1.2 Educator learning objectives specify changes in knowledge, skills, and practices necessary to achieve the intended student outcomes. 1.3 Learning objectives are written in SMART format. <ul style="list-style-type: none"> • Specific & Strategic • Measureable • Action-Oriented • Rigorous/Realistic/Results-focused • Timed/Tracked
	2. HQPД aligns with state, district, school, and/or educator goals or priorities.	2.1 Professional development goals align with educator performance standards, individual professional growth goals, and/or state, district, or school improvement priorities. 2.2 Professional development prepares educators to address state, district, school, and individual goals or priorities.
PROCESS	3. HQPД is designed based on the analysis of data relevant to the identified goals, objectives, and audience.	3.1 Student data from multiple sources inform decisions about professional development goals and learning objectives for the intended audience. 3.2 Educator data from multiple sources inform decisions about professional development goals and learning objectives for the intended audience.
	4. HQPД is assessed to ensure that it is meeting the targeted goals and objectives.	4.1 Formative assessment using multiple sources of data measures progress toward professional development goals and learning objectives. 4.2 Summative evaluation measures the attainment of professional development goals and learning objectives. 4.3 Data from formative assessment and summative evaluations inform efforts to improve the quality and results of professional development.
	5. HQPД promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives.	5.1 Professional development includes collaboration among educators to generate relevant, role-specific applications of their learning. 5.2 Skillful, prepared facilitators use protocols, processes, and strategies to facilitate collaboration during and after professional development to support implementation of learning.
PROCESS STANDARDS	6. HQPД advances an educator’s ability to apply learnings from the professional development to his or her particular content and/or context.	6.1 Professional development includes multiple opportunities for educators to practice their learning and receive feedback. 6.2 Professional development supports educators to identify multiple applications of their learning within their everyday workplace responsibilities.
	7. HQPД models good pedagogical practice and applies knowledge of adult learning theory to engage educators	7.1 Professional development uses effective, research-based, adult learning strategies. 7.2 Professional development incorporates strategies for active engagement of learners. 7.3 Professional development facilitators model the practices needed to attain goals and learning objectives. 7.4 Professional development includes personalization and

		differentiation to meet unique learning needs of educators.
CONTEXT STANDARDS	8. HQPD makes use of relevant resources to ensure that the identified goals and objectives are met.	<p>8.1 Sufficient resources (time, funding, staff, materials, technology, etc.) are available to provide sustained support over time for full implementation of learning to attain goals and learning objectives.</p> <p>8.2 Professional development resources are allocated equitably to address high-priority needs.</p>
	9. HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives	<p>9.1 Skillful, prepared facilitators with content expertise lead professional development.</p> <p>9.2 Facilitators of professional development seek and use feedback, coaching, and other supports to improve their knowledge, skills, and practice as leaders of learning.</p>
	10. HQPD sessions connect and build upon each other to provide a coherent and useful learning experience for educators.	<p>10.1 Professional development incorporates strategies to connect new learning with learners' past learning and experiences.</p> <p>10.2 Individual professional development sessions or meetings link together in a logical and sequential manner to promote attainment of the goals and learning objectives.</p>

HOW DOES IT ALL WORK TOGETHER?

Each one of the 10 standards may be considered to be part of the one or more of the guiding principles



P - principle, S - standard

PROFESSIONAL DEVELOPMENT OFFERINGS – 2017-2018

DBT (Dialectical Behavioral Therapy) for Support Staff - 2017-2018	Mindfulness for all Staff March, 2018	CPR - refresher training for Nurses October 2017
Pre-K to 12 Instructional Practices		
CPI training (Crisis Prevention Institute) – On-going	Lucy Calkins Reading Units of Study - Elementary Teachers – On-going during common planning team times with Instructional Coaches	Orton- Gillingham training for Reading Specialists and Special Educators
Co-teaching Training	Common Planning Time with Coaches at Elementary Buildings	
Technology		
Aspen Training for Instructional Staff	Aspen IMS	Digital Citizenship
Aspen Training for Secretaries	Google drive	Kami HQ
Evernote	Google classroom	Epson Document Cameras
Oct. 10 th PD Technology Offerings across all content areas	Parent workshops on 1:1 Technology	Parent Informational Sessions on Aspen
The Connected Classroom: Launching Google Classroom	The Connected Classroom: Advanced	Using Technology for Real-Time Formative Assessment
Connecting Students to Current Issues with Leveled Texts through NewsELA	Accessing PBS Learning Media	Creating Lessons with Smart White Boards
Diagnosing and Supporting Student Math Learning with IXL	Showing Mastery of Learning in any Content Area by Creating with Block Code	Protecting Academic Integrity and Providing Feedback with Turn It In
Individually designed session	Collaborative Session – ESL and World Languages Teachers	

PROFESSIONAL DEVELOPMENT DAY
SAMPLE OF ANSWERS - QCC EXIT PROTOCOL

Questions

Can we learn more about Aspen and all its functions? I am hopeful that we will be able to create assessments to evaluate the effectiveness of curriculum units.

Will we learn more about how trauma and ACEs affect children and strategies and get some strategies to use in school?

When will we learn more about mindfulness and how to teach it to students?

Will we devote more PD to technology integration?

Can we have more opportunities to create higher order thinking tasks similar to the one we completed today in PD.

Concerns

How will this work help shape future professional development?

Will regular education teachers be getting any PD about these special education topics? I found today to be very helpful, and I think it would be even better to streamline between regular ed and special ed.

Compliments

I enjoyed meeting colleagues across the district and learning about needs at different grade levels, and learning to specifically define and understand Specially Designed Instruction.

It was nice to see the progression from k - 12! It was encouraging to see how the groundwork we lay at the primary grade carries our students through their education.

Definitely going to use this in my class tomorrow!

I really appreciated the time to meet with teachers in other grade levels. I also appreciated the message behind the PD.

It was an excellent experience, I would love to meet with elementary schools on a regular basis.

APSEN – STUDENT INFORMATION SYSTEM AND 1:1 TECHNOLOGY PROGRAM UPDATES

Aspen Student Information System/Aspen IMS

We continue rolling out the new student information system. There have been many clean up steps/processes and connections that continually need our attention especially since we are in our first data cycle for the required FY18 DESE State Reporting.

- **Completed Processes**
 - Creation of “student programs” (i.e. Football-Varsity, Soccer-B-Varsity, Soccer-G-Varsity) for Hudson High School.
 - Modification of elementary lunch count process and email report
 - Connection with SNAP (nursing) database
 - Connection with Nutrikids (POS) database
 - Connection with Destiny (library) database
 - Cleanup, creation and rollout of HHS student accounts
 - Creation and modification of staff roles and privileges
 - Creation of staff accounts
 - Initial data pull and mapping with Ellevations (EL), Horizons (student activities), School Today (athletic scheduling), Google Drive (student accounts), and PLTW Student Roster databases
 - Import and verification of all required data for SIF SIMS submittal (52 data elements from June 2017, update of 504, SPED, Title I, EL information)
 - Modification of the Student Enrollment process/wizard
 - Continual support of staff in using the new system
 - Teacher gradebook training by our Train-the-Trainers (HHS – 10; QMS-6; CAF-3, FAS-3, and JLM-3)
 - Customization of various required reports—HHS Report Card, HHS Transcript, QMS Report Card, Attendance Bulletin, Attendance Bulletin by Program, Elementary Lunch Count Report by Grade Level
 - Various reports for district personnel (i.e. Medicaid and School Attending)
- **Current Processes/Next Steps**
 - Configuration of HHS GPA calculation (still in progress)
 - Configuration of Qualification lists (Honor Roll and Horace Mann) for HHS and QMS (still in progress)
 - Elementary Report Card – translation of the rubric
 - Connection with School Messenger (calling notification system)
 - Clean up of Parent Contacts and rollout of parent accounts at Hudson High School and Quinn Middle School (end of October)
 - Submittal of all required data elements for the October state reporting
 - Initial data pull and mapping to Lexia and NG Connect databases
 - Initial meeting, configuration, and training of Curriculum Directors for Aspen IMS

1:1 Technology Program

Overall, the roll out of the 1:1 Technology program appears to be successful. In visiting classrooms, students are engaged, bringing their devices, and using the machines throughout the day. More data will be collected in the coming months. We have experienced a less than two percent hardware failure rate; however, we are working with Dell to complete the repairs. To date we have had two accidental damages at QMS.

- **Completed Processes**

- Messaging to parents via School Messenger and USPS mail with information for 1:1 Technology program. Attended Back to School Night at QMS (5th) and HHS (8th) for answering questions and collecting forms.
- 1:1 District web page published including a Google Form for parent questions/feedback.
- Imaged and distributed close to 1300 Chromebooks to students in Grades 5, 7, 8, 9, and 10. Installed grade 4 Chromebooks in classrooms.
- Staff professional development: Three-day workshop for 10 teachers in July 2017. August 29, 2017 - Held QMS all staff training on the 1:1 Technology program.
- Created a 1:1 Technology Task Force - membership includes teachers, administrators (4), and School Committee (1). Several teachers are also parents in the system. Have reached out to building principals for parent names. First meeting was held on Thursday, 9/21/17. Next meeting will be in October.

- **Current Processes/Next Steps**

- Work with Dell in Chromebook hardware issues (ongoing)
- CTIA Help Desk – creation and establishment (ongoing throughout the year)
- 1:1 Technology budget for FY19
- 1:1 Technology Task Force committee meetings – October 2017, then every other month to develop the 1:1 Technology Strategic plan for students/staff.
- Begin end of October/November the 1:1 Technology Learning Walks with building administrators and curriculum directors
- 1:1 Technology office hours for HHS, QMS, and elementary teachers
- Professional development opportunities for teachers (based on Professional Development survey results from 9/27/17 and task force members).

report of the resolutions committee

The MASC Resolutions Committee met on July 5, 2017 to consider the resolutions proposed by member districts for consideration at the 2017 Annual Meeting of the Association. Members present: Beverly Hugo, Framingham (Chair, Ex Officio), Patrick Francomano, Past President and King Philip Regional School Committee, William Fonseca, East Longmeadow School Committee; Margaret Driscoll, Melrose School Committee; Laura Fallon, Northampton School Committee, Irene Feliciano-Simms, Holyoke School Committee; Mildred Lefebvre, Holyoke School Committee; Geoff Swett, Wareham School Committee; Brian O'Connell, Worcester School Committee; Brendan Walsh, Salem School Committee

The following resolutions were moved forward by the Resolutions Committee and approved by the MASC Board of Directors at their meeting on July 12.

RESOLUTION 1: MOVEMENT OF THE CHAPTER 70 FUNDING ENROLLMENT DATE TO MARCH 15

Submitted by the Framingham School Committee

WHEREAS: District schools in Massachusetts Department of Education report peak enrollment in the months of January, February and March.

WHEREAS: House Bill 2846 would provide that a district may only receive reimbursement from the proposed Unfunded Student Reserve Fund if the district has a net enrollment of more than 100 new students between October 1 of the previous year and March 1 of the current year.

WHEREAS: Many districts must have their budgets completed prior to knowing what their Chapter 70 funds amount will be.

THEREFORE BE IT RESOLVED that: The Massachusetts Association of School Committees file for and support legislation that will implement the movement of the Chapter 70 funding enrollment date to March 15th.

RATIONALE: Giving the districts the ability to base their budget on the enrollment rate after the peak enrollment time will allow districts to base their budget with increased accuracy to meet the needs of their student population. Underfunding leaves students at risk to fall behind due to not having the appropriate staffing, technology or needed educational materials. Smaller districts will be more at risk as their admission rate may not reach the required 100 students proposed in House Bill 2846 (2017) and will be least able to absorb the additional cost of unfunded students. For larger districts the proposed Unfunded Student Reserve Fund will still leave them underfunded as the amount proposed to be set aside will not meet the needs of the students across the state.

RESOLUTION 2: REFORM OF CIRCUIT BREAKER FUNDING

Submitted by the Framingham School Committee

WHEREAS: The Special Education Circuit Breaker program includes a provision that only allows districts to claim for extraordinary relief when claimable special education costs exceed 125% of the year's claimed costs.

WHEREAS: There are many districts that have a large special education population especially with regard to out-of-district placements that will never reach the special provision of 125%. Framingham alone has budgeted over \$42 million for district SPED costs.

WHEREAS: Out-of-district placement costs are rising yet the out-of-district schools have not been liable for their expenditures to the taxpayers, and there is no accountability for the increases. Public schools are held accountable to the taxpayers for where every dime goes. In turn districts are unable to justify their rising expenditures and are unable to receive the additional funding needed from those to whom they are accountable.

WHEREAS: Medicare and Medicaid cuts that are being discussed threaten many districts who have their Physical Therapy, Occupational Therapy and Speech Therapy services paid for by those programs to bear the burden of these costs.

THEREFORE BE IT RESOLVED that: The Massachusetts Association of School Committees file for and support legislation that will support the provision of reform for Circuit Breaker Funding and support the recommendations of the Foundation Budget Review Commission.

RATIONAL: According to MAAPS 2012 Bottom Line Report between 2006 and 2012, special education costs in Massachusetts increased by 56% compared to 36% for all public education.

RESOLUTION 3: LITIGATION FOR FAIR SCHOOL FINANCE

Submitted by the Framingham School Committee

WHEREAS: As the result of a lawsuit (*McDuffy vs. Driscoll*), the MA Supreme Judicial Court ruled that the Commonwealth was obliged to provide such financial assistance so as to assure that there would be an adequate level of support for the public schools, and

WHEREAS: Public schools rely heavily on state financial assistance to underwrite the legislatively mandated level of "required net school funding" that meets the current standard of "adequacy" envisioned by the Supreme Judicial Court, and

WHEREAS: Based on the findings of the Foundation Budget Review Commission and the consensus of public educators across Massachusetts, state financial assistance to support a standard of adequacy sufficient to meet the Massachusetts Constitutional standard as determined in the *McDuffy* case, is lacking and

WHEREAS: The second attempt at litigation to secure greater state financial support was rejected by the SJC, but did not rule out a willingness to hear a future case should the situation merit consideration,

THEREFORE BE IT RESOLVED that: The members of the Massachusetts Association of School Committees, through its delegate assembly, authorizes the Board of Directors to:

1. Reassess the need for a new round of litigation to secure funding to guarantee an adequate appropriation of funds, and
2. Assess the viability of a lawsuit to secure such funding, and
3. Join with other parties at interest to plan and file such a lawsuit if it is determined that there is likelihood of success, and
4. That the Board of Directors shall be authorized to use the reserves of the Association to help underwrite the cost of such litigation.

RESOLUTION 4: PRIVATIZATION OF PUBLIC EDUCATION AND THE OVERSIGHT OF PUBLIC SCHOOLS, INCLUDING SMALL AND REGIONAL DISTRICTS

Submitted by the MASC Board of Directors

WHEREAS: The voters of Massachusetts overwhelmingly rejected a ballot initiative to lift the cap on charter school expansion, and

WHEREAS: In light of the decision of the voters, advocates for further reforms have proposed several new strategies that include such concepts as introducing federal tax credits for families who enroll their children in private schools, authorizing vouchers for use in private schools, and creating additional regulatory options to expand the power of the state to alter the status of schools and districts so as to limit the authority of the residents of their communities to oversee their public schools,

THEREFORE BE IT RESOLVED that: The Massachusetts Association of School Committees, recognizing the provisions of the state constitution, oppose any state or federal legislative initiative to authorize the use of state funds for education to subsidize the tuition or costs of private schools, except where specifically authorized for students in special education programs, or students with disabilities.

Further, MASC opposes any state legislative initiative that expands the authority of the Commissioner of Education, the Board of Elementary Education, or the Secretary of Education over schools and school districts beyond those already imposed, and that MASC further opposes the alteration or conversion of any school or district status

beyond that permitted by current law without the consent of the city, town or region in which the school or district is located.

MASC supports the protection of small and rural school districts from modifications in their governance format and regional structure without the consent of the member communities, and, further, supports recognizing the special financial requirements of these, often geographically large and difficult to access parts of the state.

RESOLUTION 5: USE OF FEDERAL FUNDS
Submitted by the MASC Board of Directors

WHEREAS: School districts are operating in difficult economic conditions as the cost of education exceeds normal inflationary growth in our economy, and

WHEREAS: The Commonwealth has provided some measure of relief, but the growth in Chapter 70 funding has failed to keep up with expanding costs, and

WHEREAS: Several federal grant programs allow the Commonwealth in general, and the Department of Elementary and Secondary Education, in particular, to take an administrative overhead allowance from government aid programs including the Elementary and Secondary Education Act, the Perkins Vocational Technical Education Act, and certain programs under the Department of Agriculture, and

WHEREAS: This money allocated for maintaining the state bureaucracy would be better deployed at the school and district level,

THEREFORE BE IT RESOLVED that: MASC urges the legislature to restrict the ability of the Commissioner, Secretary of Education or Board of Elementary Education to take for its own purposes or use by the Department of Elementary and Secondary Education, such as but not limited to administrative overhead of the state agency, any share of funds disbursed by the federal government under ESSA, the Perkins Vocational Technical Education Act, or programs under the oversight of the U.S. Department of Agriculture, and, further, that those funds be directed specifically to schools and school districts.

RESOLUTION 6: FOUNDATION BUDGET
Initiated by the Worcester School Committee
Sponsored by the MASC Board of Directors

WHEREAS: A special Foundation Budget Review Commission (FBRC) reported its recommendations in 2015 to the General Court and to the public, and

WHEREAS: Among the recommendations were those to calculate more accurately the costs of students in special education and health insurance costs for employees and retirees, and

WHEREAS: Several recommendations of the members of the Commission to establish adequate and equitable funding for school districts remain unresolved, and

WHEREAS: There remains a broad consensus that the overall calculations used to establish the "Foundation Budget" for city, town and regional school districts remain significantly understated and, in the opinion of MASC and its members, violates the letter and spirit of the ruling of the Massachusetts Supreme Judicial Court in the 1993 *McDuffy* case,

THEREFORE, BE IT RESOLVED that: MASC calls upon the legislature to enact the recommendations of the Foundation Budget into law, and further,

- That the legislature order the Commission to reconvene in order to conduct further deliberations and make such recommendations as the FBRC may propose, and further
- That the FBRC shall address and make recommendations toward the overall accuracy of the adequacy of the overall Foundation Budget.

RESOLUTION 7: AFFORDABLE CARE ACT AND MEDICAID

Submitted by the MASC Board of Directors

WHEREAS: The Affordable Care Act expanded access for health care to millions of Americans, including thousands of Massachusetts families who have been without health insurance, and

WHEREAS: Through the expansion of the Medicaid program, more families in economic distress gained access to health insurance and, subsequently, affordable health care, and

WHEREAS: The Medicaid program reimburses public school districts for certain clinical services provided to students who may be clients of special education or who experience disabilities, and this revenue provides critical support to the districts and municipalities where they are based, and

WHEREAS: The restriction of Medicaid eligibility and reduction of funding would require the Commonwealth to choose between extraordinary state budget increases to fill the gap or absorb the cost of caring for families that could lose health insurance,

THEREFORE BE IT RESOLVED that: MASC urges the Congress to preserve the Affordable Care Act and its expansion of Medicaid programs for the states, and further

- MASC urges the General Court to require that 100% of Medicaid reimbursements to cities and towns be provided in full amount to the public schools of each municipality to underwrite the cost of providing an adequate education.



OCTOBER 10, 2017

Hudson Public Schools

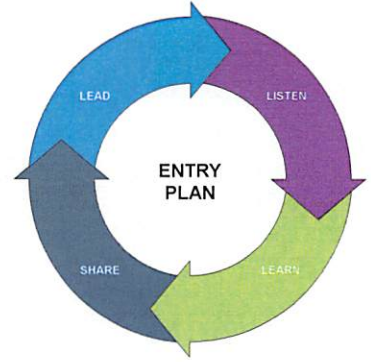
SUPERINTENDENT'S ENTRY PLAN UPDATE

MARCO C. RODRIGUES, ED.D.



Entry Plan

Listen ~ Learn ~ Share ~ Lead



I - Listening Sessions

- a) Prior to my arrival in Hudson, I was able to meet with every member of the District Leadership Team, Principals, HEA co-chairs, and some School Committee members. From July 3rd to date, I met with the following individuals/groups:

Tom Moses, Town Executive Assistant

Chief Michael Burks, Hudson Police Department

Chad Grogan, School Resource Officer

Shamus Veo, School Resource Officer

Chief John Blood, Hudson Fire Department

Cheryl Langill, Carey Napoleone, Jackie Connely: SEPAC Board

Maggie Woodcome and Bruce Hedison: HEA Board

Laura Walker and Linda MacGrath: HPA Board

Bri Miele and Michelle Gebo – Secretary’s Union Board

Steve Freitas and Arthur Redding: CHAPS

Paul Richard: SHINE Initiative

Interview with Dakota Antelman – Reporter - Community Advocate Newspaper

Interview with Zach Comeau – Reporter - Metro West Daily News

Margie Daniels: Executive Director of Middlesex Partnerships for Youth

Nina Ryan: Hudson Family Network

John Parent: Board of Selectmen

Karl Baldrate: Hudson/Maynard Adult Learning Center

Dr. Lucy Kanjer-Larson: District Pediatrician

State Representative Kate Hogan

Steve LaVoie: Boy Scouts of America
North Reading Transportation Company
Andrew Herman: Hudson Cub Scouts

- b) Since September, I held the following Listening Sessions:
 - High School Staff Listening Session – 9/13/17
 - High School Parents Listening Session – 9/18/17
 - Middle School Parents Listening Session – 9/21/17
 - Middle School Staff Listening Session – 9/22/17
 - Mulready Staff Listening Session – 9/28/17
 - Mulready Parents Listening Session – 10/2/17
- c) The Superintendent's Student Advisory Council met for the first time on October 3, 2017 at the Hudson High School.
- d) Issues of *Creating Connections* continue to be published every Friday currently reaching over 870 subscribers.

II - Data and Record Review

- a) Reviewed expenditure data to develop Zero-Based budget process protocols
- b) Reviewed protocols for Emergency Management Systems
- c) Reviewed protocols for school cancellations and delays
- d) Reviewed protocols for Educator Evaluation for teaching staff and administrators
- e) Revised District Improvement Plan
- f) Reviewed Special Education Improvement Plan
- g) Continue to review the curriculum development status



Hudson High School

69 Brigham Street · Hudson, Massachusetts 01749 · 978.567.6250
www.hudson.k12.ma.us



Hudson Public Schools
Achievement & Character

Brian K. Reagan, Ed.D., Principal
Danica A. Johnston, Assistant Principal
Daniel R. McAnespie, Assistant Principal

Request for Overnight Field Trip

Staff Member(s) Making the Request	June Murray with Bruce Hedison, Erin Cothran		
Name of Team, Organization, or Class	Peru Crew 18, World Cultures students, Hudson High School		
Title of Trip (be sure to include destination)	Peru Crew, Amazon Trip, Iquitos, Peru		
Departure Date and Time	April 10, 2018 5:15 AM		
Return Date and Time	April 21, 2018 9:00 PM		
Estimated Number of Student Participants	30		
Number and Names of Chaperones	3 June Murray, Bruce Hedison, Erin Cothran		
Cost Per Student	< \$2500		
Check One or Both	Curricular	<input checked="" type="checkbox"/>	Extra-Curricular <input checked="" type="checkbox"/>

Please answer the questions below. If a question does not pertain to your trip, please indicate that the question is "not applicable."

1. Please describe the trip.

Over 20 years ago World Cultures students at Hudson High School journeyed annually to the Peruvian Amazon. In 2002 due largely to increased cost of airfare, this annual expedition to the Amazon was suspended. In 2013 World Cultures students expressed serious interest in resurrecting the experience. Ms. Murray contacted the lodge that she had worked with 11 years prior, and they fondly remembered

4. Please provide a detailed itinerary.

Please see attached.

5. If fundraising activities will be included, please list and describe such activities.

Please see attached Calendar. All fundraising goes to support local organizations and communities noted in trip description.

6. If school days must be missed to accommodate this trip, please indicate the number of days missed and the reason why the request includes missed school days (i.e. conference or program only occurs during the specified date range).

Travelling to the Amazon takes 2 days, as does the return. This trip is not possible without missing days prior to April break. Leaving the Tuesday prior to break allows student to return on Saturday night prior to a Monday return to school.

Please attach copies of the following if you have them:

<input checked="" type="checkbox"/>	Permission slip
<input checked="" type="checkbox"/>	Informational letters, brochures, fliers, etc.
<input checked="" type="checkbox"/>	Medical forms

June Murray
Signature of Staff Member Making Request

27 SEPTEMBER 2017
Date

[Signature]
Principal's Signature

9/27/17
Date

Date of School Committee Approval:	
---	--

April 11	<p>Arrival AM from Lima Amazon Cares Transfer to Explorama Lodge Yagua Fair Organize Suitcase Project, Swim, Journal, Nap Night Boat Ride Star Gazing</p>
April 12	<p>Bird Watching AM (Before Breakfast) Bushmaster Trail and Yagua Village visit to trade/purchase Yagua crafts, abbreviated cultural overview Clinic Visit Caceres Lake Afternoon Swim, Journaling Afternoon/Evening Night Hike</p>
April 13	<p>Hiking in primary forest Pirana fishing Visit with Yagua village, soccer, games with kids, bring suitcases</p>
April 14	<p>Transfer to Napo Canopy Walk whole group, student leaders take charge at walkway Ethnobotanical Garden, Shaman</p>
April 15	<p>Urco Murano – Games/ Social / Community Lunch/Soccer Game/Humisha Palm Tree Shaman Tattoos in the afternoon Sunday Church Services in Orellana</p>
April 16	<p>Optional pre-breakfast hike to canopy walk San Pedro de Mangua Upon arrival, introductions and book project for all. Hudson students are in teams of 5 (6 teams). After creating books all students, Hudson and San Pedro de Mangua can head out to paint the murals together. The book project will be an ice breaker, get the kids to work together and set the stage for the mural work. It will not take more than 45 minutes-1 hour. We have the supplies to create the books and we have 6 books created by the 2nd graders from our community. Bring suitcases</p>
April 17	<p>Transfer to Ceiba Tops Pool Monkey Island Trail walk to Ceiba Tree, lake Night hike to look for Caiman</p>
April 18	<p>Visit Indiana and Mazan Turn students loose in the community for 2 hours, we will give them Soles, allow them time to explore in small groups, meet at the boat Neiser's Reserve</p>
April 19	<p>Hike to Indiana Visit elementary school in town, soccer practice</p>
April 20	<p>Artesania Market Manatee Rescue Center Iquitos</p>

Itinerary Peru Crew 18 April 10-21, 2018

10-Apr-18 COPA # 312 - Boston 9:36 AM - Panama City 2:13 PM
10-Apr-18 COPA # 489 - Panama City 6:50 PM - Lima 10:29 PM

11-Apr-18 Peruvian Airlines or LATAM Early Morning Departure TBD Lima-Iquitos

20-Apr-18 Peruvian Airlines or LATAM Late Night Departure TBD Iquitos-Lima

21-Apr-18 COPA # 436 - Lima 6:41 AM - Panama City 10:28 AM
21-Apr-18 COPA # 311 - Panama City 12:34 PM - Boston 7:15 PM

COPA Airlines cost \$766.80/traveler, \$110.80/chaperon

Amazon Explorama Lodges
US Telephone # 781-581-0844
Contacts: Paul and Elaine Cairra

www.explorama.com
Peru Telephone # (011) 51-065-25-3301

April 11-13, 2018
Explorama Lodge

April 14-16, 2018
Explornapo

April 17-19, 2015
Ceiba Tops

Land Costs: \$1472.00/person includes lodging, food, in-country transfers, soft drinks cost extra

Total Cost: Without in country airfare with trip is \$2,249.88. Roundtrip airfare from Lima to Iquitos will run between \$190-\$270/traveler with free chaperones. The trip per traveler will cost between \$2400-\$2500

Itinerary on succeeding page

Peru Crew 18 Calendar

April 10-21, 2018 Cost: \$2,249.88 + Domestic Airfare TBD

International and Domestic Airfare, Transfers, 11 days 10 nights with Explorama in the Amazon.

Extras: Snacks in Iquitos, the airports (Lima and Panama), gifts

Students will be meeting weekly from now until we depart and will determine the time and days of those meetings on September 22, 2018.

September

22- Meeting/1st deposit \$500 (refundable) due
October 6, 2017

29- Meeting 7 AM, F-206

Run for the Rainforest TBD (November?)

October

Meetings: 6, 13, 20, 27 7 AM F-206

5- Parent Meeting F-206 5:30-6:30 PM

6- 1st payment

13- Yankee Candle Sale begins

19- Bake Sale during Parent-Teacher Conferences

November

Meetings: 3, 10, 17

7- Yankee Candle Sale Ends

23- 2nd payment \$500

15-27-Poinsetta and Wreath Sales

December

Meetings: 1, 8, 15

January 2018

12- 3rd payment \$1000

Farley visits begin through April

February 2018

March 2018

8- Parent Meeting Mini-Theatre 7-8 PM

9- Final Payment TBD

15- Bake Sale during Parent-Teacher Conferences

April 2018

10-21 Trip

May 2018

Art Show TBD

17- Amazon Evening Mini-Theater 7-9 PM

To see accommodations in the Amazon visit
www.explorama.com.

For a brief glimpse at what Peru Crew 15
experienced watch the trailer at
<https://vimeo.com/127752051>

Chaperones
June Murray
Cell: (978) 761-7627
jmurray@hudson.k12.ma.us

Bruce Hedison
bhedison@hudson.k12.ma.us

Erin Cothran
emcothran@hudson.k12.ma.us

PERU CREW PROGRAM, Hudson High School

No smart phones, no Facebook, no Twitter, for 10 days 30 students from suburban Boston will travel to the Peruvian Amazon, and they will have to “disconnect” to do so. They will experience a place where people are connected to each other and their environment intimately; a foreign concept to plugged in, tuned out North American teens. The experience will be transformative; not in a way that is quantifiable, but in a way that is palpable. Students learn the lesson that it is human interactions, face to face, without distractions, which matter.

OVERVIEW

30 students from Hudson High School in Hudson MA, accompanied by three teachers will prepare to spend 10 days in the Peruvian Amazon. This is a year-long process. Students begin this journey in their World Cultures classroom as 30 strangers who may attend the same school but do not really know one another. They may be following each other on Twitter, or be friends on Facebook, but they may never have shared more than a few words with each other in conversation. That will all change. This journey is about creating connections, with each other, with themselves and with the unfamiliar.

Together students will design and deliver programming to the second graders at one of our district elementary schools on the rainforest and they will manage the Suitcase Project a community wide service initiative to bring school and medical necessities to rural villages in the Peruvian Amazon. Rather than be overwhelmed by a To Do list of items, students are encouraged to embrace each activity as a learning opportunity. Once in Peru they will visit communities and work collectively with local residents on projects identified as necessary; be that digging latrines, repainting a community center or planting a garden. Upon returning to Hudson students will host an Amazon Evening for family and community members, during which time they will share the “moments” that made lasting impressions on them during the journey.

Students will document their transformation from initial after school Peru Crew meetings to fundraising activities, to playing soccer with children in local communities along the Amazon and Napo rivers. This trip offers compelling insight into what can happen when we ask young people to reconnect with their world.

GOAL

To step out of one’s comfort zone and the life-long learning that results.

The best way to find yourself is to lose yourself in the service of others. –Gandhi

HISTORY/DETAILS

Over 20 years ago World Cultures students at Hudson High School journeyed annually to the Peruvian Amazon. In 2002 due largely to increased cost of airfare, this annual expedition to the Amazon was suspended. In 2013 World Cultures students expressed serious interest in resurrecting the experience. Ms. Murray contacted the lodge that she had worked with 11 years prior, and they fondly remembered Hudson students and the work that they did in local communities each time they visited. Explorama Lodges, in Iquitos Peru, worked with Ms. Murray again to create an experience that includes both community service and environmental stewardship components for Hudson High School students.

The Suitcase Project when it began 20 years ago, started out with the lofty goal of providing school supplies for one local village. In 2016 the students of Hudson had enough to fill 33 donated suitcases.

In addition to organizing the Suitcase Project, students present to 2nd graders in the Hudson School district because they study the rainforest. The 5-lesson curriculum was designed by Peru Crew members and Ms. Murray, who serves as a coach to the teams of students who venture to Farley 5 times before they leave for the Amazon. As students are required not to bring technology with them the chaperones, Ms. Murray, Mr. Hedison and Ms. Cothran, maintain an Instagram account and post daily photos of the group while they are traveling. The second graders can follow the group and see their “teachers” in the rainforest.

Upon returning students participate in the Hudson High School Art Show and organize an Amazon Evening to share their experiences with their community.

While in Peru WC students collaborate with local communities on service projects, play hours of soccer, make monetary donations to animal refuges for orphaned forest dwellers, a manatee rescue center and made connections with people that they will never forget.

Hudson Public School district states that: continuous improvement of student achievement and increasing parent and community engagement with our schools are 2 of its primary goals. World Cultures students find themselves immersed in the world of the Amazon as part of their classroom curriculum. This trip enriches their understanding of this region of the world by immersing them in it. Students travelers develop the practical skills of organizing a community wide service project, capturing the experience through the use of 21st century technologies and communicating with a broad constituency the goals and outcomes of their experiences.

Flights Peru Crew 18 April 10-21, 2018

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Accommodations

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CHAPERONES

June Murray World Cultures, Essentials Teacher Hudson, High School

jmurray@hudson.k12.ma.us

Ms. Murray Cell Phone 978.761.7627

Bruce Hedison, Graphic Design and Architecture Teacher, Hudson High School

bhedison@hudson.k12.ma.us

Erin Cothran, Chemistry Teacher and Peru Crew Alumni, Hudson High School

emcothran@hudson.k12.ma.us

Book Exchange Lesson Plan

Materials: White Paper, Markers/Crayons, Word Lists

Unit Goals:

Second grade students will learn Spanish words and relate them to a part of their daily life. Each student will make a page for a class book that will include a picture, an English word and the Spanish word. The words they will be learning will relate to their daily life experiences.

Students will practice cooperation as they work together to create their class book.

Students will learn about another culture by receiving "a book" from Peru and comparing their lives with students from another part of the world.

Length of Time: 2/3 class periods

Day 1

Content Objective

Students will understand the process and purpose of book making, find out which group they will be in, and learn a few Spanish words that correlate with the theme their group will be exploring for the project.

Synopsis of Lesson

Begin the class by splitting the students into 5 groups, with a Peru Crew member assigned to one. Each group will then be given a theme: family, school, and fun activities/hobbies. Each group will receive word worksheet with Spanish words related to their theme and a blank sheets of paper and crayons.

The students will communicate with their group leader about how all of their individual pages will be put together and brought to Peru, where Peruvian students will learn more about them by "reading" their books.

Each student will draw a picture relating to the group theme on his/her paper. Students should use the Spanish word sheet to then label their picture in both English and Spanish.

Day 2

Content Objective

Students will continue their work on the book and listen to classmates' pages as they share their work.

Synopsis of the Lesson

Students will finish drawing their pictures and labeling them.

Once students are done with their pages, Peru Crew members will accompany their groups as they share their drawings with each other.

Peru Crew will compile the pages into a class book to be brought to Peru.



FAMILY

English	Espanol
Family	Familia
Mother	Madre
Father	Padre
Sister	Hermana
Brother	Hermano
Grandmother	Abuela
Grandfather	Abuelo
Dog	Perro
Cat	Gato



SCHOOL

English	Espanol
School	Escuela
Teacher (female)	Maestra
Teacher (male)	Maestro
Students	Estudiantes
Schoolbus	Autobus
Principal	Director
Book	Libros
Chair	Silla
Desk	Escritorio
Recess	Recreo
Pencil	Lapiz
Pen	Pluma
Classroom	Salon de Clase



FUN AND HOBBIES

English	Espanol
Fun	Divertido
Friends	Amigos
Recess	Recreo
Soccer	Futbol
Basketball	Basketbol
Video Games	Juegos de Video
Sports	Deportivo
Car	Carros
Doll	Muneca
Reading	Lectura



Home of the Hawks

Hudson High School

69 Brigham Street • Hudson, Massachusetts 01749 • 978.567.6250
www.hudson.k12.ma.us/hhs

Brian K. Reagan, Principal
Daniel R. McAnespie, Assistant Principal
Joshua C. Otlin, Assistant Principal

September 29, 2017

Hola, Hello!

World Cultures students from Hudson High School are traveling to the Peruvian Amazon in April 2018. In previous years travelers have brought school supplies to the local villages they visited. In 2000 the original Peru Crew traveled with enough supplies for one village; in 2014 the Suitcase Project was brought back to life with renewed commitment. 21 suitcases filled with donations, including 24 pairs of sneakers supplied by New Balance made their way to the Peruvian Amazon. Over \$500 in monetary donations to a jungle medical clinic, 2 animal rescue sanctuaries and a local church. Thanks to Hudson Youth Soccer in 2015 students visited Urco Murano, a community of over 500 people with 31 suitcases and outfitted the children of the village with cleats and soccer uniforms. Monetary donations went to Isla de Los Monos, the Manatee Rescue Centre and the Yanamono Medical Clinic.

Peru Crew 18 would like to continue Hudson's commitment to the communities of the Amazon and we are asking for your support. We'll do the packing and the heavy lifting. Your donations will make a difference in the lives of those we visit. Any support would be welcome, be it financial or in the form of donated materials.

I alone cannot change the world, but I can cast a stone across the waters to create many ripples. -Mother Teresa

Donations	Financial Support
<p>Suitcases</p> <p>Infant, Toddler, and Children's Clothing</p> <p>Soccer Gear all ages</p> <p>Children/Adult Footwear (especially cleats)</p> <p>School Supplies: notebooks, pencils, pencil sharpeners, markers, colored pencils, post-its</p> <p>Medical Supplies: Band-Aids, ibuprofen, allergy medications, cold medicines, ace bandages, laxatives, anti-diarrheal, antacids, old eyeglasses</p> <p>Dog collars, leashes for <i>Amazon Cares</i> a no-kill shelter in Iquitos, Peru</p> <p>Contact Peru Crew 18 at jmurray@hudson.k12.ma.us to arrange pick-up.</p>	<p>Donations will be accepted through cash or check made out to HHS memo line Amazon and addressed to:</p> <p>Attention: Amazon Trip/June Murray Hudson High School 69 Brigham Street, Hudson, MA 01749</p>

Gracias por su atencion y generosidad,

El Equipo de Peru 2018

tax exempt # Hudson High School 046-001-188

Hudson High School Mission Statement

In a changing world, Hudson High School provides a safe and supportive environment in which each person is challenged to fulfill his or her academic, intellectual, creative, and social potential. Guided by a commitment to ethical considerations we engage in real world challenges while preparing students for higher level academics, workforce success, active citizenship, and life-long learning.

PERU CREW CONTRACT

I understand that this is a Hudson High School (HHS) sanctioned activity and that students will be expected to abide by HHS expectations for behavior.

Student travelers agree to follow all of the rules and guidelines set forth in the HHS Student Handbook while travelling to Peru on the school-sponsored trip from April 10, 2018 to April 21, 2018. Students will abide by the decisions of the trip leaders at all times. In particular, students agree to follow all rules pertaining to the consumption of alcohol and the use of controlled substances, and understand that violating these rules may result in being sent home at his/her parent or guardian's expense, and will result in suspension upon return to school. Students also understand that such behavior will jeopardize participation in athletics according to the MIAA rules, and will jeopardize participation in other extracurricular activities as well. Students will accept responsibility and adhere to these rules and understand the consequences.

Students will conduct themselves with maturity, courtesy and respect towards all parties participating in all Amazon-related activities including but not limited to, his/her classmates, chaperones/teachers, Explorama Staff and local community members.

Students will abide by trip leaders decisions at all times, recognizing that chaperones are responsible for the welfare of individual travelers and the group as a whole.

Students will participate in all Amazon related activities: including but not limited to: weekly Peru Crew meetings, Fundraising activities ie. Yankee Candle Sale, Bake Sales during Parent-Teacher Conference Evenings, Holiday Poinsettia sales etc.

Students will acknowledge that being a member of Peru Crew is a priority. As such students who will be unable to attend a meeting must contact Mr. Hedison, Ms. Cothran or Ms. Murray explaining why attendance is impossible on that day. Should a student miss more than 3 Amazon related activities/meetings prior to January 10, 2018 his/her money will be refunded, minus a \$100 fee for COPA tickets. After January 10, 2018 no refunds will be issued but students who do not comply with the attendance policy, or violate HHS's behavior policies outlined in the school handbook will not have the opportunity to travel with the group.

Students will cultivate an atmosphere and environment of discovery, learning, communal respect, responsibility and personal growth as members of Peru Crew 18.

Please detach and return to Ms. Murray

Peru Crew 18 Student/Member Signature

Date

I, _____, the parent or guardian of the
aforementioned student, have read the rules contained in the Student Handbook and the Peru Crew 18 Contract and agree
to support the school in the application of consequences in the event that my student does not follow the rules.

Parent/Guardian Signature

Date

TO BE FILLED OUT BY PARENT OR GUARDIAN

**Hudson High School Medical Form
Overnight Field Trip Peruvian Amazon April 10-21, 2018**

Student name: _____	DOB: _____
Address: _____	Tel: _____
Physician's Name: _____	Tel: _____

HEALTH HISTORY:

Seasonal/Environmental Allergies: _____

Circle serious allergies: **INSECT STINGS** **PEANUTS** **DRUG** _____ **FOOD/OTHER** _____

State exactly your child's type of reaction: _____

State the treatment you wish to have implemented: _____

Is **EPI-PEN** required? Yes _____ No _____

My child is able to administer his/her own EpiPen: Yes _____ No _____

Comments: _____

Is Benadryl required? Yes _____ No _____

Comments: _____

Check any conditions that apply to your son/daughter:

- | | | |
|-------------------------|-----------------------|------------------------|
| Asthma _____ | Diabetes _____ | Motion sickness _____ |
| Stomach aches _____ | Headaches _____ | Seizure disorder _____ |
| Muscular/skeletal _____ | Heart condition _____ | Ear infections _____ |
| Emotional/anxiety _____ | Homesickness _____ | Other _____ |

Please note all medications on the form below:

Medication	Dosage	Times

Does your child have your permission to administer his/her own medications listed above? _____ Yes _____ No

Date of last tetanus (Td/Tdap) shot: ___/___/___

Please list any limitations to your child's physical activities: _____

Please list any dietary restrictions: _____

List Emergency Telephone numbers where you can be reached:

Mother _____ Father _____

Preferred Contact # _____ Preferred Contact # _____

Other _____ Other _____

E-Mail _____ E-Mail _____

Please notify the following person in the event that I cannot be reached in an emergency:

_____ At () _____

The health information listed is accurate to the best of my knowledge. My child has my permission to engage in all activities except as noted on this form.

Medical Release

I, _____ Legal Guardian of _____ grant to the adult chaperones of HHS, the right to obtain emergency medical treatment for my child, _____ during the period of the school trip. Payment for any and all medical treatment is the financial responsibility of the parent/guardian.

Parent signature: _____ Date: _____

Medical Insurance Information

Insurance Company _____ Policy Number _____

Subscriber's Name/Relationship _____ Insurance Co. 800# _____