



HUDSON PUBLIC SCHOOLS  
155 Apsley Street  
Hudson, Massachusetts 01749  
978.567.6100

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**HUDSON SCHOOL COMMITTEE MEETING**  
**February 6, 2018**  
**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: January 23, 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. Superintendent's Mid-Cycle Goals Progress Report
  2. Discussion of 2018-2019 School Committee Calendar
  3. Online Payment System Update
- VI. Matters For Action:**
1. Approval of Hudson High School Trip to Helmstedt, Germany in April, 2019
  2. Reclassifications of Funds (if needed)
  3. Items of Interest to the School Committee



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**VII. Executive Session/Adjournment**

1. To conduct contract negotiations with union personnel (Hudson Education Association, Hudson Paraeducators Association and Hudson Cafeteria Workers Association) because an open session may have a detrimental effect on the legal position of the Committee.

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

**Hudson School Committee  
Open Session Minutes**

**Meeting Date:** January 23, 2018

**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:** None

**Others present:** Dr. Marco C. Rodrigues, Superintendent  
Julia M. Pisegna, Recording Secretary  
Ben Carne, Student Representative

**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: January 9, 2018

A motion to approve the minutes of January 9, 2018 was made by Mr. Luoto and seconded by Mr. Smith. On a vote of 6-0-1, with Ms. Hay abstaining, the motion passed.

**Public Participation:**

None.

**Reports:**

**Report of the Superintendent**

Dr. Rodrigues presented his Entry Findings to Committee members and the experiences of his first few months as Superintendent in Hudson. Dr. Rodrigues has engaged in multiple activities to collect, analyze, and synthesize information from a multitude of sources and from listening sessions with stakeholders within and outside of the school community.

The listening sessions and school visits have provided him the opportunity to speak with school administrators, parents, teaching and support personnel, students, and members of the School Committee to learn about their priorities, expectations, concerns, and vision for the District. In addition, the review of District data and pertinent documents were essential activities to assist him in capturing evidence of the District's strengths and areas for potential growth and development.

*Not Approved*

The current mission of the Hudson Public Schools states that “In partnership with families and community, we will maintain standards of academic excellence, preparing all students to be intellectually curious, academically confident, and successful active citizens in a competitive and global environment”.

This mission is anchored on the belief that 1) Learning and Growth apply to both student and adult; 2) High Expectations for academic standards and professional learning are critical; 3) Accountability measures must be in place at the District, school, and classroom levels; and 4) Consistency in the learning expectations must guide students’, parents’ and educators’ roles and responsibilities.

As the new Superintendent, Dr. Rodrigues embrace his new role with great respect to the history, traditions, and culture of the Hudson Public Schools, and brings his own values and beliefs which he shares and instills through his leadership actions and practices.

The Entry Findings highlights the patterns, trends, and major findings encountered throughout the process. The findings were organized into five focus areas: Organizational Effectiveness, District and School Climate and Culture, Teaching, Learning and Student Supports, Communication, and Budget Development. These areas encompass all the elements inherent in the Department of Elementary and Secondary Education’s District Standards and Indicators and the Essential Conditions for School Effectiveness documents.

In conclusion, the Entry Plan process provides Dr. Rodrigues the opportunity to review data, evaluate District’s protocols, and observe teaching and learning practices. Through this process, trends and patterns organically emerge, identifying areas for deeper investigation and further discussions.

In the next few months, the District Leadership Team will be engaged in the exploration of the identified areas above, will conduct root cause analysis, and will work collaboratively to develop the District Improvement Plan.

Discussion ensued.

### **Student Report**

Ben Carne, Student Representative, reported that midterms at the high school have been completed, and the new semester will begin on January 24<sup>th</sup>.

Mr. Carne also noted that due to the weather, the grounds were very dangerous for students and teachers.

*Not Approved*

### **Subcommittee Reports**

Mr. Smith shared that Policy Subcommittee continues to work on reviewing and updating the policies and will provide an update to Committee members next month.

### **Matters for Discussion:**

#### 1. Discussion of Grants and Corporate Partnership Program:

Communication and Development Coordinator, Denise Reid, presented to the Committee an update on the District and the Communications Plan:

- 1) Grants and private donations in the amount of \$370,415;
- 2) FY18 expected funding pending approval in the amount of \$362,620;
- 3) Growth on Social media;
- 4) Networking to increase Hudson Public Schools presence in the community; and
- 5) Future development goals

Ms. Reid discussed working with the administrators and staff, as well as community business leaders, civic leaders and reaching the community through communication channels such as media, electronic, print and interpersonal avenue to increase awareness and support for Hudson Public Schools.

Dr. Rodrigues introduced the Corporate Partnership Opportunities program which will enhance the District's ability to fulfill its mission of delivering world-class education today, for the global leaders of tomorrow through the Mini-Grants Program, School Sponsor Program and the Program Sponsor.

Discussion ensued.

#### 2. Discussion of Budget Narrative:

Committee Chair, Michele Tousignant Dufour, discussed with Committee members the Budget Narrative which will be presented to the Board of Selectmen on Monday, February 5<sup>th</sup>.

Committee members thanked Dr. Rodrigues for the very informative and comprehensive budget book.

Discussion ensued.

Dr. Rodrigues shared that the Budget Book will be posted on the District website for the Hudson community to review, as well as hard copies distributed to the Hudson Senior Center and Hudson Library.

*Not Approved*

3. Discussion of Food Service Update

Patty Lange, Executive Director of Finance and Operations, updated the Committee that the Food Service subcommittee has met twice. Consultant, Ms. April Lasky, presented to the subcommittee information on self-op models and vendors for food service.

Based on her presentation, the subcommittee requested more in-depth information for all options from Ms. Lasky. Due to this request, the previously scheduled meeting has been postponed to allow for more pertinent information to be gathered.

Ms. Lange will continue to update the Committee with future developments.

Discussion ensued.

**Matters for Action:**

1. Approval of May Town Warrant

Dr. Rodrigues recommended approval of the May Town Warrant.

Discussion ensued.

A motion to approve the May Town Warrant, as presented, was made by Ms. Tousignant Dufour and seconded by Mr. Maston. On a vote of 7-0, the motion passed.

2. Approval of Hudson High School World Language Trip to Madrid, Spain in April, 2019

Dr. Rodrigues recommended approval of the Hudson High School World Language trip to Madrid, Spain in April, 2019.

Discussion ensued.

A motion to approve the Hudson High School World Language trip to Madrid, Spain in April, 2019 was made by Ms. Tousignant Dufour and seconded by Mr. Luoto. On a vote of 7-0, the motion passed.

3. Approval of Contract with Focused Schools in the Amount of \$16,900.00 for Professional Development

Dr. Rodrigues recommended approval of the contract with Focused Schools in the amount of \$16,900.00 for Professional Development.

A motion to approve the contract with Focused Schools in the amount of \$16,900.00 for Professional Development was made by Ms. Tousignant Dufour and seconded by Mr. Tracy. On a vote of 7-0, the motion passed.

*Not Approved*

**Reclassifications:**

None.

**Items of Interest to the School Committee:**

Ms. Hay shared that with her departure from the Committee in May, a new liaison to CHAPS is needed.

Discussion ensued.

Ms. Maston congratulated Hudson High School Junior Sean Morton on his All-State Music Festival performance on the French horn.

**Executive Session/Adjournment**

At 8:38 p.m., Committee Chair, Michele Tousignant Dufour, noted that Executive Session was needed for the following reason:

1. To conduct contract negotiations with union personnel (Hudson Education Association, Hudson Paraeducators Association and Hudson Cafeteria Workers 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 Mr. Smith and seconded by Ms. Hallsworth.

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



FEBRUARY 9, 2018

# Hudson Public Schools

## REPORT OF THE SUPERINTENDENT


MARCO C. RODRIGUES, ED.D.

SUPERINTENDENT EVALUATION RUBRIC

Standard I: Indicators B, C, E

Standard III: Indicators B, D

Standard IV: Indicators D





## SPECIAL EDUCATION UPDATES

### I. Mid-Cycle Review

The Department of Secondary and Elementary Education (DESE) is responsible, through the Office of Public School Monitoring, to oversee local compliance of educational requirements through the Coordinated Program Review (CPR) process. Currently, the CPR is conducted every 6 years with a Mid-Cycle Review completed in the third year as the mid-point between larger reviews. The Office of Public School Monitoring conducted an extensive Mid-Cycle Review of Hudson Public School's special education compliance as in December 2017 and found the District to be in full compliance. This Mid-Cycle process included reviewing:

- Student records
- Staff interviews
- Documentation review
- Observation of instructional spaces.

The Mid-Cycle Review reviewed several criteria such as the IEP Team composition and attendance, Independent Educational Evaluation process, progress reports and content, review and revision of IEPs, IEP development and content, and least restrictive program selected for individual students.

The Mid-cycle review also reviewed parent participation in meetings, communication in English and primary language, and special education facilities and classrooms. The next Coordinate Program Review cycle for our district will be 2020-2021.

### II. Reading Instruction Training

#### a. Orton Gillingham

Orton Gillingham is a language-based, structured approach to reading with a connection between written words and spoken sounds. Orton Gillingham is a multi-sensory approach to reading for students with reading disabilities. Orton Gillingham can be used with all learners as a tiered approach to learning reading skills and as a specialized reading program for students with significant reading issues.

Orton Gillingham uses auditory (hearing), visual (seeing), tactile (feeling) and movement (large arm movements) modalities to provide input to students. Orton Gillingham breaks down reading into parts such as phonemes (sounds), morphemes (suffixes, prefixes and roots of words), and common spelling rules. Reading, writing and spelling are incorporated into lessons so students are continually applying their knowledge. Teachers are able to continually diagnosis reading issues with students in small groups.

The Institute for Multi-Sensory Education provided the 30-hour comprehensive Orton Gillingham course to 14 of our special education and reading teachers. Hudson hosted the event for the Institute. Teachers from Rhode Island, New Hampshire and Puerto Rico attended the training in Hudson. Teachers who were part of the training will be eligible for the level 1 training which includes a practicum. The FT19 budget reflects the costs associated with this training.

#### **b. Lindamood Bell**

Lindamood Bell is a company which specializes in reading approaches designed for students who require explicit instruction in a) distinguishing and vocalizing sounds, b) symbol and concept imagery (creating gestalt of the whole rather than parts of words or concepts) and c) comprehension. Lindamood Bell provides a multitude of specialized programs. The three programs selected for our teachers are:

- LIPS Lindamood Bell Phoneme Sequencing Program (auditory, oral-motor and visual feedback)
- Visualizing and Verbalizing (concept imagery)
- Seeing Stars (symbol imagery)

The district has 14 Special Education, Reading, and Speech and Language Pathologists participating in the online training between January and June of 2018.

### **III. Language-Based Model of Services**

C.A Farley Elementary School houses the District's Language-Based model of services for a small cohort of students with language-based disabilities in grade 3 and 4. The service model provides students with language-based instruction in general education and special education settings using systematic language instruction across academic settings. The language instruction focuses on all areas across settings to include classroom routines and assignments to maximize student strengths and opportunities for learning.

Students receive specialized instruction in reading, math and written language provided by the Special Education teacher and paraprofessionals. The Special Education teacher received training in OG, LIPS and specialized training through Landmark Outreach. A Landmark

consultant provided an overview training last June and coaching for the general education teachers and special education teacher during this school year.

The profile for a student with a Language-Based disability includes average to above average intelligence with significant challenges with processing language which interferes with reading, writing, spelling and math.

Through the Landmark consultant we developed the program on the beliefs students learn through:

- Multisensory approaches
- Automatic review and practice
- Providing models
- Keeping students as part of the process
- Providing opportunities for student success
- Examining the learning to create smaller steps

The role of the consultant is to keep our focus on explicit learning for students as they progress through the educational day. The consultant observed grade 5 at QMS to bring the model to QMS for grades 5 and 6 in FY19. Training will be provided for grades 5 and 6 general education teachers, paraprofessionals and special education teacher at the end of the school year and start of the school year next year.

#### **IV. MetroWest Health Foundation Grant**

The purpose of the MetroWest Health Foundation is “to provide support to schools and other organizations for prevention, intervention and access to treatment in order to reduce mental health symptoms among adolescents.” The MetroWest Health Foundation is funding \$17,850 over three years, 4/1/2018 - 4/1/2021.

This grant will allow the district to model the Therapeutic Academic Support Program (TAS) at the High School after the BRYT Program (Bridge for Resilient Youth in Transition). The evidence-based BRYT program model will help us improve and expand the services currently available in the TAS Program. The TAS program will become a full-fledged transition program that will provide continuous improvement for the growing number of students who are unable to be in a fulltime classroom setting due to mental health and health issues.

Through this grant, the TAS program will:

- Adopt the evidence-based features of the BRYT Program.
- Provide transition planning and continuous engagement with students, families, school staff, and outside providers from the time the student returns to school until they are fully integrated in to their classrooms.



- Provide several integrated services for transitioning students including: crisis intervention, home visits, clinical counseling, coordinating of care, academic and family support.
- Provide Psychiatric Consultation for the TAS Clinician on individual cases, program development, accessing resources, and crisis guidance. Psychiatric Consultation will help the TAS program create a continuum of integrative care that improves mental health services for our students. With the contracted Psychiatric Consultant, we would be able to coordinate targeted mental health services to our most at-risk students who experience barriers to mental health care.
- Purchase therapeutic furniture and materials for students.

## V. Therapeutic Stabilization Program

The Therapeutic Stabilization Program (TSP) is a short-term general education program for students who are experiencing extreme disruptive behaviors due to trauma or mental health challenges that significantly affect their ability to access the general education curriculum. This short-term general education is a district-wide program for students in grades K-2. Students placed in TSP are transported to Farley and assigned a homeroom at Farley School. The program has a full-time special education teacher, a full-time clinician, and two paraprofessionals who can provide short-term services for students in grades K-2. The program will have 4-5 students at any one time. When students are dysregulated, students attend TSP to work on coping strategies, self-regulation, calming strategies and a re-entry plan to their daily classroom.

As the staff identify coping skills and strategies that work, the student transitions to a general education classroom with supports, when the student is able to self-regulate. The student will begin a re-entry plan to return to their original school/classroom with support when the student is stabilized. A clinician works with staff, students, parents and collateral agencies to provide support for the student to transition back to classes as soon as possible. Relationships with the student, classroom teachers and peers will be maintained.



FEBRUARY 6, 2018

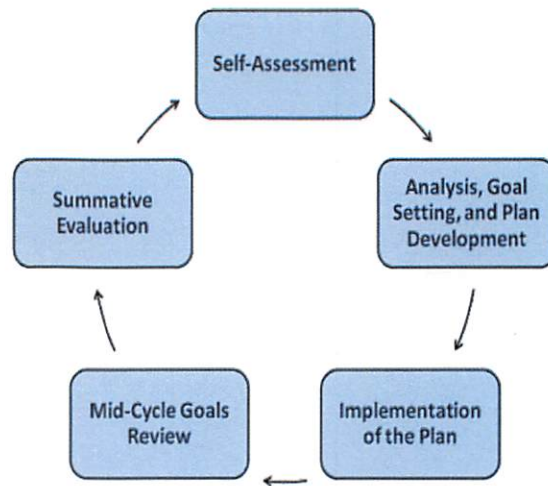
Hudson Public Schools

**SUPERINTENDENT'S MID-CYCLE GOALS  
PROGRESS REPORT**

MARCO C. RODRIGUES, ED.D.



## Five-Step Cycle



### Cycle 3 – Implementation Plan

#### ***Progress Report:***

The Superintendent's goals and key strategic actions for the 2017-2018 school year are currently in the implementation phase and I expect to meet all benchmarks for each goal.

The progress report below identifies the status of each key strategic action and benchmark (On Target, Off Target, and Not Started).

The areas identified as "Not Started" signify the work to be accomplished from February to June of 2018.

## Cycle 4 – Mid-Cycle Goals Review

Description	Comments	On Target	Off Target	Not Started
<b>Goal 1: Student Learning</b>				
To keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made in the delivery of core and support services for ALL students.				
<b>Key Strategic Actions</b>				
1. By early October 2017, complete Steps 1 and 2 of the Educator Evaluation Cycle for all principals and district administrators the superintendent supervises.	Self-assessment and goal setting meetings held with principals and district administrators	X		
2. By end of February, complete mid-year conferences with each principal and the district administrators.	Mid-Cycle conferences are scheduled for February	X		
3. By late spring, conduct: a) at least three school/classroom visits to each school for the purpose of principal evaluation and b) participate in department meetings conducted by district administrators.	Two classroom visits with principals have been completed at each school. I have participated in several department meetings and Principal's Meetings to date.	X		
4. By June 2018, complete Summative Evaluation Reports.		X		
5. By October 2017, assess the status and the level of readiness of the district's curriculum alignment work.	An analysis of the district's curriculum alignment work has been completed.	X		
6. By April 2018, complete analysis of the district's initiatives and priority areas including the High Needs sub-group (Students with Disabilities, English Learners, and Economically Disadvantaged).	An analysis of the district's initiatives has been completed. The priority areas will be identified through the development of the District Improvement Plan process.	X		
7. By June 2018, complete analysis of the 2017-2018 District Improvement Plan's deliverables.				X
<b>Benchmarks</b>				
1. Completed Educator Evaluation Plans.		X		
2. Log demonstrating at least three visits per school.		X		
3. Completed analysis of the curriculum alignment and district priorities and present findings.	Entry Findings Report presented to the SC on 1-23-18.	X		
4. Completed analysis of the FY18 District Improvement Plan and present findings.		X		

<b>Goal 2 - Professional Practice</b>				
To develop skills in strategy development related to Interest-Based Bargaining (IBB) process by working with School Committee Negotiation Teams and Union representatives to ensure progressive and successful negotiations during the 2017-2018 Collective Bargaining Agreement (CBA) negotiations.				
<b>Key Strategic Actions</b>				
1. By Fall 2017, complete IBB Training for all Team participants.	Training process completed.	X		
2. By December 2017, complete facilitation sessions to generate a bargaining schedule, to develop ground rules, and to begin the process of developing a list of issues for bargaining.	IBB sessions in progress.	X		
3. By December 2017, complete item prioritization sessions with the School Committee Negotiation Team.	Item prioritization completed.	X		
4. By late Spring 2018, reach a tentative agreement for a new CBAs.		X		
<b>Benchmarks</b>				
1. Completed IBB Training for all Negotiation Team participants.	Completed.	X		
2. Identification and prioritization of item to be negotiated completed.	Completed.	X		
3. CBAs ratified.				X



<b>Goal 3 - District Improvement</b>				
By June 2018, the district will have broad agreement from key stakeholder groups about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.				
<b>Key Strategic Actions</b>				
1. By September 2017, present to the school committee a written Entry Plan, that includes (a) the types of evidence to be analyzed, (b) the stakeholders to be interviewed, (c) the methods for assessing instructional practice, and (d) the methods for assessing district systems of support including financial management, human resources, and operations.	Entry Plan presented to the SC on 9-12-17.	X		
2. By January 2018, complete and present a report of the Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.	Entry Findings Report presented to the SC on 1-23-18.	X		
3. By April 2018, propose key strategies to improve student learning and other district systems of support and develop the District Improvement Plan for FY19 through FY21.				X
4. By May 2018, collaborate with school committee to identify three to five student learning and district improvement goals.				X
<b>Benchmarks</b>				
1. Presentations of the key strategic actions completed on schedule.		X		
2. District Improvement Plan (FY 19 – FY 21) developed by the District Leadership Team.				X
3. District goals adopted.				X

<b>Goal 4 - District Improvement</b>				
By January 2018, the Budget Leadership Team and School Committee Members, will develop the FY19 Budget for the Hudson Public Schools by incorporating characteristics of the Zero-Based Budget process.				
<b>Key Strategic Actions</b>				
1. By August 2017, all pertinent stakeholders participate in an informational session regarding the Zero-Based Budget process.	Informational session completed.	X		
2. By September 2017, the Budget Leadership Team participate in budget parameters and priority setting.	Budget parameters and priority setting session completed with the Budget Leadership Team.	X		
3. By October/November 2017, Budget Leadership Team present their school/department resources allocation proposal for FY 19.	Resource allocation proposal presented to the SC on 11-15-17.	X		
4. By November/December 2017, conduct two resource allocation prioritization sessions with Budget Leadership Team and Budget Sub Committee.	Prioritization sessions held on 11-28-17 and 12-13-17.	X		
5. By January 2018, deliver to the School Committee the FY 19 Budget for deliberation and approval.	FY19 Budget approved by the SC on 1-9-18.	X		
<b>Benchmarks</b>				
1. Completed informational trainings and parameter setting sessions.		X		
2. Completed prioritization sessions.		X		
3. FY 19 budget approved and submitted to Town officials by January 24, 2018.		X		



HUDSON SCHOOL COMMITTEE  
MEETING SCHEDULE  
2018-2019 SCHOOL YEAR  
MEETINGS WILL BEGIN AT 7:00 P.M.

**2018**

**2019**

- ❖ July\_\_\_\_\_, 2018
- ❖ August\_\_\_\_\_, 2018
- ❖ September 11, 2018
- ❖ September 25, 2018
- ❖ October 9, 2018
- ❖ October 23, 2018
- ❖ November 13, 2018
- ❖ December 4, 2018
- ❖ December 18, 2018

- ❖ January 8, 2019
- ❖ January 22, 2019
- ❖ February 5, 2019
- ❖ February 26, 2019
- ❖ March 12, 2019
- ❖ March 26, 2019
- ❖ April 9, 2019
- ❖ April 23, 2019
- ❖ May 7, 2019
- ❖ May 21, 2019
- ❖ June 11, 2019

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Approved by School Committee: \_\_\_\_\_



**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

<b>Staff Member(s) Making the Request</b>	Gretchen Houseman, Whitney Nielsen and Emily Smyth		
<b>Name of Team, Organization, or Class</b>	The German Exchange Program		
<b>Title of Trip (be sure to include destination)</b>	Hudson High School's Exchange with the Julianum in Helmstedt, Germany		
<b>Departure Date and Time</b>	April 2019 (see question 6 for details)		
<b>Return Date and Time</b>	April 2019		
<b>Estimated Number of Student Participants</b>	10-20 Hudson High students in grades 9-12		
<b>Number and Names of Chaperones</b>	There will be a minimum of two chaperones. The chaperone student ratio will not exceed 1 chaperone per 10 students.		
<b>Cost Per Student</b>	\$2200		
<b>Check One or Both</b>	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.

The cultural exchange between Hudson High School and the Gymnasium Julianum in Helmstedt, Germany began over twenty years ago. At present, every other year, teachers and students from

the Julianum visit Hudson High School each fall and the following spring staff and students from Hudson High School visit the teachers and students at the Julianum. Each visit is an opportunity for students to learn about German culture and life along with its country's rich history. This trip features visits to many historical sites, and demonstrates how Germany has become a global leader in technology and a role model in clean energy. One way the cost of the trip is minimized is through the home stay. Students are paired with a host family from the Gymnasium Julianum. Each night and on the weekends, the students are with their host families experiencing German life. Many times upon return from this trip, students reflect on how powerful it was to live with a family very different from their own. Students find that this trip fosters greater tolerance of people from different backgrounds and opens their eyes to taking risks and new opportunities. Students also shadow their host student for a day at school at the Julianum. Often students form lifelong bonds with their host families and they continue visiting each other for years to come on their own.

**2. Please describe how the trip connects to the curriculum or to the purpose of your club or organization.**

This cultural exchange allows students to experience firsthand sites that have impacted international history. Students will observe and reflect on events of World War II such as concentration camps, Nazi architecture, and Kaiser Wilhelm Memorial Church which serves as a reminder of the destruction of war. In addition, students will experience locations that have played a role in the Cold War such as a Stasi prison, the Berlin Wall, and various border checkpoints. Students may also visit the Wartburg Castle where Martin Luther lived while in hiding. In addition to history, Germany has much to offer in the way of the arts. Students on past exchanges have had opportunities to enhance and develop their knowledge of music through instrumental concerts, opera, visiting Eisenach, the birthplace of Bach and visiting Leipzig home to Mendelssohn. In the past, various walking tours have highlighted art, sculptures, and architecture including the Baroque style.

Germany is an environmentally conscious country. They value clean energy and recycling. Students will not only observe this in their surroundings, but also live it through the daily environmentally friendly practices of their host families. Students can apply their knowledge of technology, science and innovation to the Germany of today. Many German museums and tourist sites highlight ways that Germany's forward thinking vision provides cleaner energy and a better environment.

In addition to students experiencing history first hand, this is also an exchange. It is a unique opportunity for Hudson High School students because this is the only HHS-sponsored trip where students live with an international student's family. Through this experience, students are able to see and experience how a German family lives. This is a completely different experience than if students were to travel together, stay in hotels, and use a tour bus as their means of transportation. For example, students who participate in this exchange experience firsthand walking or riding a bike to school or using the public transportation system with their host family to get around. They try new foods and often have the opportunity to participate in family birthday celebrations, athletic events and a variety of other new situations with their host family.

**3. What classroom activities will you employ in preparation for and immediately following the trip that will strengthen the connection to the curriculum?**

Prior to the exchange, there will be multiple informational meetings for students and parents. In addition, there will be meetings for the students to be able to learn more about German culture, language and history in preparation for the exchange. This includes at least one viewing of a German directed film. During the trip, students will post daily updates and reflections of their experiences abroad for the Hudson community to follow on our blog. Students will also use journals to reflect and process their experiences during the trip. Upon return, students will work together to create a presentation of the exchange to the school committee, their parents and the Hudson community.

**4. Please provide a detailed itinerary.**

Please keep in mind that day trips may vary slightly until all final reservations have been made. While staying with host families, students will be provided with a bagged lunch each day.

Date	Itinerary
Day 1	Meet at HHS at 12:30pm, bus to Logan Airport Flight to Berlin, Germany via Lufthansa Airline
Day 2	<u>Berlin</u> Arrive in Berlin, Germany Check in to Hostel Lunch Walk to Berlin's Central Park and see Kaiser Wilhelm Church Dinner Reichstag Dome at night
Day 3	<u>Berlin</u> Breakfast Anne Frank Museum Walking Historical Tour of Berlin Center Lunch Checkpoint Charlie or Berlin Wall Museum Dinner Evening Activity TBD
Day 4	<u>Berlin</u> Breakfast Sightseeing in Berlin Check out Lunch at Berlin train station Train to Helmstedt Meet host family Dinner with host family

Day 5	Students spend time with their host families.
Day 6	Meet at school - Train to Braunschweig Tour city of Braunschweig Lunch & Souvenir shopping in Braunschweig Cathedral Crypt - Henry the Lion
Day 7	Meet at school Bus to Checkpoint Alpha / Marienborn and tour Bus to Magdeburg - Jahrtausendturm, park, cathedral, etc.
Day 8	Meet at school Bus to Bergen-Belsen Concentration Camp Memorial Guided Tour Visit Celle Castle on the way back
Day 9	Meet at school - bus to Wernigerode Sightseeing in town Tour of castle Lunch and souvenir shopping if time permits
Day 10	Meet at school - spend day in Helmstedt Students attend 1 morning class Walking tour of Helmstedt Scavenger Hunt Lunch in town Last evening with host family
Day 11	Meet at school at 8:00 AM - depart to Boston.

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

Fundraising activities will be determined at a future time, based on the interest of the students and families involved. The principal will approve all fundraising activities in advance.

**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).**

In the past, this exchange happens during April vacation and has included a few days before or after the April break. Currently, we are working with the Gymnasium Julianum, the school in Helmstedt, Germany that we partner with, to solidify the dates for the 2019 exchange. Because Easter is during the April 2019 break, it can be difficult for the German families to host us during that time. In the past when this has happened, we have traveled to Germany during the week

prior to the April break. If this were to happen again, we would request no more than five school days.

Please attach copies of the following if you have them:

X	Permission slip
X	Informational letters, brochures, flyers, etc.
X	Medical forms

Emily Smyth  
Signature of Staff Member Making Request

2/1/18  
Date

Chris Ruyter  
Principal's Signature

2/1/18  
Date

Date of School Committee Approval:

Hudson Public Schools  
**Hudson High School**  
**HEALTH OFFICE**  
Pat Emmons, RN, BSN, NCSN  
Sue Bowen, RN, BSN

69 Brigham St.  
Hudson, MA 01749

Tel.978-567-6250 ext.5  
Fax.978- 567-6284

Dear Parent/Guardian:

Attached, please find two (2) forms that require careful thought and consideration as you complete them. Please understand that preparing for such a school trip involves much time, effort and thought by school personnel to ensure that your child remains safe, that his/her medication needs are met and medications are safely administered. **All medications require a written medication order signed by your child's physician.** Please send the Physician Medication Order and Parent Consent form to the physician now and return both completed forms to Denise Carter in the main office by **Friday, March 1, 2019.**

The following directions will require your attention and cooperation:

1. With physician orders/approval and parent permission, students *may* be granted permission to self-administer their medications at the **discretion of the school nurses.** The student will be held responsible for the safe use of his/her medication. Medications will be carried by the student or, in some cases, be given to the host parent.
2. Students may not, under any circumstances, share medication.
3. All medication must be in the original pharmacy or manufacturer's container.  
**Expired medications will not be accepted.**

We hope your child finds his/her overnight field trip experience a valuable opportunity for continued personal and academic growth! Please feel free to call us directly at the number above if you have any questions or concerns.

Sincerely,

Pat Emmons, RN, BSN, NCSN  
Sue Bowen, RN, BSN

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**TO BE FILLED OUT BY PARENT OR GUARDIAN:**

Hudson High School  
**Overnight Field Trip to: Helmstedt, Germany April 9 – April 19, 2019**

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

**HEALTH HISTORY:** Please note any of the following conditions, which apply to your child:

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:

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

Date of last tetanus (Td/Tdap) shot: \_\_\_/\_\_\_/\_\_\_

Please list any medical restrictions or limitations to your child's physical activities:

Please list any dietary restrictions:

List Emergency Telephone numbers where you can be reached and the hours that you would be available at these numbers:

Mother _____	Father _____
Home _____ Hours _____	Home _____ Hours _____
Work _____ Hours _____	Work _____ Hours _____
Other _____ Hours _____	Other _____ Hours _____

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

At ( )  
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 Number

**TO BE FILLED OUT BY STUDENT'S PHYSICIAN:**

(PHYSICIAN MAY CHOOSE TO FAX OR SEND A PRINTED COPY OF THEIR OWN MEDICATION ORDER INSTEAD)

**Overnight Field Trip: Physician's Medication Order and Parent Consent**

The Commonwealth of Massachusetts requires that all students who need medication during school sponsored functions (field trips) must do the following:

1. Present a written medication order signed by the physician.
2. Present a written consent signed by the parent or legal guardian.
3. Bring the medication in the original box/container or prescription bottle labeled by a registered pharmacist. (Note: the pharmacy will provide you with a second labeled bottle for school if you request this)
4. Please check expiration dates.
5. Provide only the number of doses necessary for the duration of the trip.

School: Hudson High School, Hudson, MA 01749 Tel: 978-567-6250 ext. 5 Fax: 978-567-6284

Student's Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Address: \_\_\_\_\_ Date: \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Allergies: \_\_\_\_\_  
(food, drug, seasonal, environmental, etc.)

**Medications**

Medication	Dosage	Times

**The signatures below authorize and permit this student to self-carry and self-administer the above medications.**

\*Physician Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name of Physician: \_\_\_\_\_ Tel: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Tel: \_\_\_\_\_

Approved by School Nurse

\*I grant permission for the nurse to share information with the appropriate trip personnel relative to medications and/or health history as needed.\*

**I understand that non-compliance with any request made in regards to medications and /or health and safety might result in my child's exclusion from this trip.**

**\*Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

February 2018

## German Exchange 2019 Program Application

Dear Parents/Guardians and Students:

We are pleased to once again offer the exchange program between Hudson High School and the Gymnasium Julianum in Helmstedt, Germany. For nearly two decades now, Hudson High students have been able to travel to Germany and experience firsthand what it is like to live in a foreign country. We are looking for students to participate in this exchange who are open-minded, mature, and willing to learn.

This exchange is meaningful for its social, cultural and academic components. Students will reside with German families and will experience the life of a German teenager. Students will visit sites of historical and cultural significance. In order for students to make the most of this opportunity, they will be required to participate in learning activities before, during and after the exchange. Students will be expected to maintain good academic standing this school year, exhibit outstanding behavior and maturity towards Hudson High students, teachers and administrators, and fulfill the academic requirements of the exchange.

Interested students must complete and turn in the attached application packet and the first payment of \$200 to Ms. Carter in the main office by Friday, April 13, 2018. If you have any questions, please email Whitney Nielsen, Gretchen Houseman, or Emily Smyth.

Sincerely,

Ms. Gretchen Houseman  
Spanish Teacher  
ghouseman@hudson.k12.ma.us  
wbnielsen@hudson.k12.ma.us

Ms. Emily Smyth  
ESL Teacher  
esmyth@hudson.k12.ma.us

Mrs. Whitney Nielsen  
History Teacher

Important Information	Application Checklist
<ul style="list-style-type: none"><li>● Exchange Dates: April 2019 (Students will miss X days of classes.)</li><li>● Cost of Exchange: \$2,200*</li><li>● Cost Includes: roundtrip airfare; all transportation, lodging, admission fees, and meals (except for Berlin meals)</li><li>● Lodging: Homestays, 2 Overnights in a Hostel in Berlin (students are responsible for meals in Berlin)</li></ul> <p>*subject to change as much as \$200 depending on airfare.</p>	<p><u>Submit the following materials to Mrs. Carter in Office by Friday, April 13, 2018:</u></p> <ul style="list-style-type: none"><li><input type="checkbox"/> First Payment Check of \$200 made out to Hudson High School (This is non-refundable if selected for the German Exchange trip.)</li><li><input type="checkbox"/> Application Packet pages 5-9</li><li><input type="checkbox"/> Short Answer Questions</li><li><input type="checkbox"/> Personal Statement</li><li><input type="checkbox"/> Academic Standing Form</li><li><input type="checkbox"/> Copy of Photograph Page of Passport (if Available)</li></ul>

The trip blog (and past trips' blogs) can be viewed at:  
<https://hhsgermany.wordpress.com/>

### **GERMAN EXCHANGE TRIP INFORMATION – APRIL 2019**

Here is some basic information about the Hudson High School German Exchange trip scheduled for April 2019. The bulleted information below should answer many of the questions you may have.

- Students will be accompanied on the trip by at least two HHS teachers.
- Students will be staying with host families and the families will be responsible for your child when your child is with them in the evenings and over the weekend.
- Some places we may visit on the trip are: Berlin, Wolfsburg, Helmstedt, Magdeburg, a castle, and a concentration camp memorial.
- A non-refundable deposit of \$200 is due to Ms. Carter in the main office when you submit the application on Friday, April 13. This money will only be returned to you if your child is not accepted. If your child applies and is accepted but decides not to go, the \$200 will not be refunded.
- There are some academic components of the trip; the emphasis on this trip is to learn about German history and culture.
  - **Before trip academic obligations:** Students and their parents will attend two meetings regarding the trip before departure where they will learn more about the places they will visit. Students will be expected to attend one German event. Students will assist the teacher chaperones after school with some technology prep before the trip departs.
  - **During the trip:** Each student will be assigned to blog during the trip. Students will be assisting the chaperones with the technology component of the exchange (video recording, photography, etc.)
  - **After the trip:** Students will spend some time after school with the chaperones editing the footage and preparing for the school committee meeting. Students will present at a school committee meeting.

Also included in the application is an outline of important dates regarding the exchange. Please review these with your student. Feel free to contact us with questions or for more information.

## Important Information

Exchange Dates: April 2019 (Students will miss X days of classes.)

- Cost of Exchange: \$2,200
- Cost Includes: roundtrip airfare; all transportation, lodging, admission fees, and meals
- Lodging: Homestays, 2 Overnights in Hostel in Berlin (students are responsible for meals in Berlin)

## Application Checklist

Submit the following materials to Ms. Carter in Office by Friday, April 15:

- First Payment Check of \$200 made out to Hudson High School (non-refundable)
- Application Packet pages 5-9
- Short Answer Questions
- Personal Statement
- Academic Standing Form
- Copy of Photograph Page of Passport

### BEFORE

- With my parent or guardian attend two pre-travel meetings.
- Attend one German Language practice session.
- Watch one German film prior to departure.

### DURING

- Interview peers about observations and reflections related to one location that we visit.
- Develop and post written responses and photographs on our blog.
- Assist with media production.

### AFTER

- Spend at least one afternoon preparing for school committee presentation.
- Attend & present at school committee meeting.

Exchange to Helmstedt, Germany  
**STUDENT APPLICATION**

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**PERSONAL INFORMATION** (Please print legibly)

\_\_\_\_\_ 8 9 10 11 12  
*Full Legal Name* *Current Grade*

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*Home Address Street* *City* *State* *Zip*

(\_\_\_\_\_) (\_\_\_\_\_) \_\_\_\_\_  
*Home Telephone* *Cell Phone* *Email Address*

Male  Female      Date of Birth: \_\_\_\_\_ Place of Birth: \_\_\_\_\_  
*Month/Day/Year* *City, State or Country*

Country of Citizenship: \_\_\_\_\_ If other than US, do you have a US  
residence permit? Yes  No  Resident Permit Number: \_\_\_\_\_

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**PASSPORT INFORMATION**

*Please attach a copy of the photo page of your passport.*

Passport Number: \_\_\_\_\_ Issuing Country: \_\_\_\_\_

Date of Expiration: \_\_\_\_\_  I do not have a passport.

**Note:** If you do not already have a valid passport, you will be required to apply for one as soon as you are notified of your selection. Passport processing times can take up to several months. Passports will need to be valid at least six months beyond the end of the exchange to Germany.

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**FAMILY INFORMATION** (If you only live with one parent/guardian, please list that parent/guardian first.)

Parent/Guardian 1  
 Mr.  Mrs.  Ms. (Check One)

\_\_\_\_\_  
*Full Name*

---

*Home Address Street* *City* *State* *Zip*

\_\_\_\_\_ \_\_\_\_\_  
*Relationship to You* *E-mail Address*

( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_  
Business Phone Home Phone Cell Phone

Parent/Guardian 2

Mr. Mrs. Ms. (Check One)

\_\_\_\_\_  
Full Name

\_\_\_\_\_  
Home Address Street City State Zip

\_\_\_\_\_  
Relationship to You E-mail Address

( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_  
Business Phone Home Phone Cell Phone

**STATEMENT OF AGREEMENT**

***(Required of all applicants and their parents/guardians)***

We (the Student and Parent or Legal Guardian signing below) understand that, if the applicant is selected for the exchange, confirmation of the applicant's participation will be contingent upon fulfillment of all remaining conditions, including all medical and academic requirements. We understand that students will be required to adhere to a code of conduct including but not limited to following all the rules included in the Hudson High Student Handbook. We have read and agreed to the requirements and responsibilities of the Student Handbook. We understand that, even after final selection, a student may be removed from the program for failing to fulfill student responsibilities or for any other reason deemed necessary or appropriate by the Hudson High School Administration. We understand and agree that the administration's decision to remove a student shall be final. We hereby certify that the information contained in this application is truthful and complete, that we have read the preceding statement, and understand that acceptance to the program is not final until these requirements have been fulfilled.

\_\_\_\_\_  
Date Student Signature Print

\_\_\_\_\_  
Date Parent or Guardian Signature Print



**ACADEMIC OBLIGATIONS**

There are academic obligations that each student will be expected to uphold before, during and after the exchange. They are outlined below.

- o Student will speak to his or her teachers in advance and complete all makeup work missed while absent.
- o Student must be in good academic standing.
- o Student and their parents will attend two meetings regarding the trip before departure where they will learn more about the places they will visit.
- o Student will be expected to attend one German event after school.
- o Student will assist the chaperones after school with some technology prep before the trip departs.
- o Student will be responsible for blog posts during the trip.
- o Student will prepare for the school committee presentation after the trip.
- o Student will attend a school committee meeting and present about the trip with the group.

I understand the academic obligations of this exchange and agree to complete them.

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Print*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Parent or Guardian Signature*

\_\_\_\_\_  
*Print*

## SHORT ANSWER QUESTIONS

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Please answer each question below in 100 words or less. Type your answers and attach them to this application.

1. Please describe a time when you were in a new or unfamiliar situation. What was the situation? Why was it new or unfamiliar? Did you find it challenging? If so, how did it feel to be challenged by this situation and how did you respond to that challenge?
2. Please describe a moment, idea, or topic in history that you have studied recently. Why does that topic stand out and how was it meaningful to you?
3. Please describe an example of a time when you worked with a group to accomplish a long-term goal. What was your role in the group? What did you learn from that experience?
4. Do you speak any other languages? If yes, please list the languages you speak and indicate the number of years spoken for each language.

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## PERSONAL STATEMENT

Please attach a separate document describing why you are applying to the German Exchange Program. What do you expect to gain from the program? How do you see yourself contributing to the exchange? Your essay should be no longer than 500 words.

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## TEACHER RECOMMENDATIONS

Please list the name and email address of two teachers who have agreed to recommend you for the exchange. It is important to check with the teacher ahead of time so that they are not surprised when they receive an email. Each teacher will need to complete a brief online survey about your grades, participation, overall attitude in class, etc.

### Recommendation #1

Teacher's Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

### Recommendation #2

Teacher's Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

**ACADEMIC STANDING FORM - German Exchange Trip 2019**

*Please have your current teachers complete the following form. You will be asked to complete this form again during term 3.*

Teachers: Because students are representing our school and missing X days of school, in order for students to participate in the German Exchange Program in April 2019, they must be in good academic standing and display strong character. Please complete and sign the following form.

	<b>Course Name &amp; Teacher Name</b>	<b>Current Grade</b>	<b>Student Behavior</b>	<b>Teacher's Signature</b>
A Block				
B Block				
C Block				
D Block				
E Block				
F Block				
G Block				

If you have questions or concerns about a student's participation in the exchange, please do not hesitate to contact either Gretchen Houseman, (gthouseman@hudson.k12.ma.us), Whitney Nielsen (wbnielsen@hudson.k12.ma.us), or Emily Smyth (esmyth@hudson.k12.ma.us).