



Guidance & Pupil Personnel Services

SEPTEMBER 2016

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Welcome Back!!!

Hello GNBVT!

I cannot believe we are already well into November! Since coming to GNBVT in August, I have been impressed with everyone's focus on our students and commitment to Excellence! Having two other districts to compare GNBVT to, I truly believe GNBVT is the best high school option for today's students! We provide the most comprehensive educational experience for any youth who are dedicated to making the most of their future! I am so proud to be a part of the GNBVT family!

I am looking forward to an exciting, fun, busy and productive year! I hope you all enjoy seeing all of the activities and projects we have going on in the Guidance/PPS Department and reading about information that pertains to our students. Thank you all again and please let me know how the school counselors, nurses and I can best support you and our students!

Heather D. Larkin, Ed.D., LMHC

Director of Guidance & Pupil Personnel Services



The main hope of a nation lies in the education of its youth. —Erasmus

DESTINATION GNBVT



Tomorrow's Workforce Starts Here Today!



What is the District Curriculum Accommodation Plan (DCAP)?

M.G.L. Section 38Q1/2. A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

CMR 28.03(3)(a)

***INSTRUCTIONAL SUPPORT:** The principal shall implement the curriculum accommodation plan adopted by the district and required under MGL C.71, & 38Q. Such plan shall detail efforts that have been made or will be made to meet the needs of diverse learners in the general education program. As part of his/her responsibilities, the principal shall promote instructional practices responsive to students needs and shall ensure that adequate instructional support is available for students and teachers. Instructional support shall include remedial instruction for students, consultative services for teacher, availability of reading instruction at the elementary level, appropriate services for linguistic minority, and other services consistent with effective educational requirements of MGL C. 71B, &2. The principal may consult with the Administrative of Special Education regarding accommodations and interventions for students. Such efforts and their results shall be documented and placed in the student record. Additionally, if an individual student is referred for an evaluation to determine eligibility for special education, the principal shall ensure that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility.*

As per M.G.L. Chapter 71, Section 38Q 1/2 and CMR 28.03(3)(a), the Greater New Bedford Regional Vocational Technical High School's District Curriculum Accommodation Plan (DCAP) ensures:

When a student is identified as exhibiting a problem in the school setting, staff should begin to make provisions to meet the needs of the student. Minor provisions are made on an everyday basis in general education and vocational/technical classrooms. When more extensive and ongoing attention needs to be paid in order to meet the needs of the student, the teacher should begin documenting measures taken in the classroom to help the student. These initial efforts should be documented by the classroom teacher, guidance counselors, etc.

When specific modifications or interventions are employed for a reasonable period of time (2 cycles) without success, the situation needs to be reported to the student's guidance counselor. At that time an Instructional/Behavioral Support Team (IBST) meeting should be discussed and/or initiated. The Team's responsibility is determining whether additional or other services, supports or interventions are needed in order for the student to make effective progress in academics, shop, behavior, attendance, etc. These recommendations, timelines and actions should be documented.

What is the Instructional/ Behavioral Support Team (IBST)?

The Instructional/Behavioral Support Team's (IBST) goal is to maximize student success in regards to academics, attendance, or behavior in the general education setting (core content and vocational/technical classrooms); while at the same time serving as a screening process for a student who may be struggling and require some additional assistance.

IBST is a success-oriented initiative which uses specific observation, assessment and intervention and accommodation techniques to help remove academic, behavioral or school attendance obstacles for students in the general education setting.

IBST shifts the critical question from being, "What is wrong with the student?" to "What resources can we use to increase the student's opportunities for success?" IBST answers this question through a school/home/community team approach that provides for greater communication, cohesiveness, and instructional coordination and compliments the district's existing curriculum and instructional programming in all academic, vocational and technical areas.

Who is Appropriate for IBST?

Any student who is experiencing consistent academic, social/emotional, attendance or behavioral difficulties MAY be a candidate for IBST. This includes students who may be beginning to experience difficulty in general education; as well as students with disabilities and English Language Learners who are included in the general education setting. Students are identified for IBST by teachers, department chairpersons, guidance counselors, administrators, etc.

The result of an IBST meeting is to develop a Student Success Plan using the District Accommodation Plan, colleagues' ideas and expertise, and other resources as a menu for further supports and interventions. Data should be kept on the student and the plan will be monitored by the team at determined intervals to ensure consistency and follow-through by all involved.

If you have a student who is struggling and you have provided accommodations, interventions and supports that the students has not responded to for two academic or shop cycles, please contact the student's guidance counselor to schedule an IBST Team in order to develop a Student Success Plan.





Attendance



Promoting Daily School Attendance!!!

At the heart of education is daily school attendance, a premise so widely taken for granted that it is rarely discussed. Some believe that all students should want to attend school and others believe that adolescents should understand the value of a high school education. Unfortunately, neither is always the case. Taking time to understand why students are not or can not attend school is vital.

Studies have found and our experiences have shown there is a clear connection between poor school attendance, lack of academic achievement and dropping out of school. A number of studies have sought to determine the causes of drop out behavior, and have all confirmed what we already know—the factors are complex and diverse. Students who drop out of school often face several of the following obstacles; poverty, homelessness, mental health issues, violence, court involvement and low educational expectations from home. In many cases the school cannot change these circumstances, but we can provide education regarding the importance of school attendance, positive messages, supports and guidance that will improve students' level of engagement in school.

Students who have positive relationships with their teachers and other adults in school feel supported and more motivated. We have learned that if at-risk students view their teachers as caring, encouraging and responsive; they are more likely to attend school and not drop out of school.

I know it may seem unnecessary to many that we must focus on attendance when GNBVT's annual attendance rate is just under 97%, but that still means that approximately 3-4% of our student population (60-80 students) may be chronically absent and at risk of dropping out.

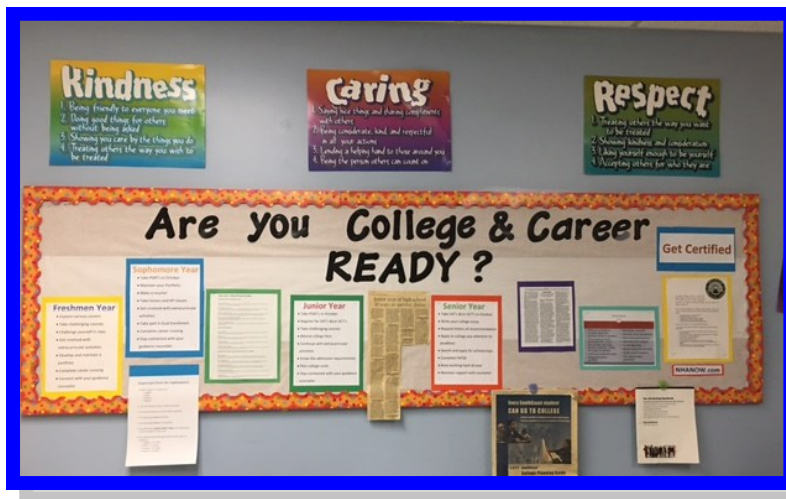
We must all take every opportunity to educate our students and families of the importance of daily school attendance and the connect to success later in life. We must help instill an ownership of learning in every student and improve their ability and desire to set, meet and exceed personal, educational and career goals!

Heather D. Larkin (2011)



October is College Awareness Month at GNBVT PAGE 5

The Fall is time for our students to begin and continue their post-secondary planning, especially as it may relate to college. Talk to your students about their future plans and make sure they are on the right path to the future they want for themselves. Encourage them to visit their guidance counselor to discuss their options and the admissions criteria for the fields and schools they are interested in.



Visual reminders of graduation requirements and college admissions information posted in the medical technology class

Transgender Students' Rights

- ◆ When a student or parent notified the school of a student's gender identity, the school will begin treating the student consistent with the student's gender identity and using the pronouns and names consistent with the student's gender identity.
- ◆ A school must address harassment based on gender identity through its harassment and discrimination procedures.
- ◆ Transgender students must be able to access the restrooms and locker rooms consistent with their gender identity. Transgender students cannot be required to use individual-user facilities. However, a transgender student can choose to use individual-user facilities.
- ◆ For overnight accommodations, such as a field trip, a school must allow transgender students to access accommodations consistent with their gender identity and cannot require that transgender students stay in single-occupancy accommodations or with students of their sex assigned at birth. However, a transgender student may choose single-occupancy accommodations.
- ◆ A school may not disclose a student's transgender status, including their birth name or sex assigned at birth, **without consent of the student's parent or the student (if the student is of age)**. - *From Dear Colleague Letter (5/13/16) as approved by the Office for Civil Rights & Department of Justice*

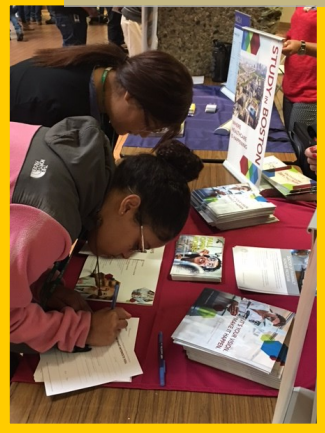
GNBVT College Fair

The GNBVT annual college fair was a complete success! With 84 booths, juniors and seniors school-wide were given the opportunity to meet admissions officers from both local and distant colleges, business advisors from banks such as Citizens Bank and Southern Mass Credit Union, and recruiters from military branches such as the National Guard, the Navy, the Marines and the Air Force. GNBVT holds the fair during the school day so all of the 1,000+ juniors and seniors can attend. This is one of the largest college fairs in the area and EVERY GNBVT junior and senior has the opportunity to attend. The college representatives love coming to GNBVT because of “the large captive audience, the maturity of the students and of course the thoroughness of the planning and preparation of the GNBVT Guidance Department” (UMass Dartmouth Recruiter).

Dr. Heather Larkin, the Director of Guidance here at GNBVT, had a wonderful experience at her first college fair with us: “I commend Kate Correia (Guidance Counselor) for organizing this event. She works throughout the summer making sure every school is ready for the beginning of October. She does this because it is very important for our juniors and seniors to understand all of their post-high school options. College and career readiness is the focus of what we do at GNBVT every day!”

GNBVT does an outstanding job of working with every student to help them determine the right path for them. 100% of our graduates leave GNBVT with endless opportunities and a solid plan for their future. 70% of our graduates enroll in a two year or four year college, 7% attend other post-secondary institutions, 19% of our graduates are qualified to immediately enter in the career of their choice and 4% enlist in the military.—Author: Serena Lopes, Programming and Web Development Senior





Representing GNBVT at Area School Fairs



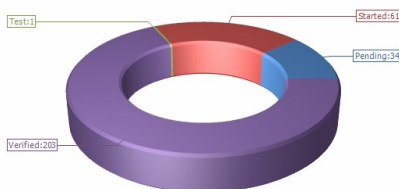
Heather Larkin,
Lauren Ramos and
Senior– Jonathan
Miranda educating
families at Hastings
Middle School in
Fairhaven about
everything GNBVT has
to offer students!



Middle School Counselors Breakfast

Middle school counselors from the Dartmouth, Fairhaven and New Bedford Public Schools, Nativity Preparatory School, Global Learning Charter School, Our Sisters School, and All Saints Catholic School attended the first annual Middle School Counselors Breakfast & Tour. Our sending school counselors learned the ins and outs of the GNBVT Admissions Policy, freshman “experience” and the new online application process through a presentation by Doreen Lopes from Go2CTE.

Online Applications



APPLY NOW
ON-LINE!

GNBVT went “live” with accepting online applications on October 14th! The impetus behind moving forward with online applications was to attract applicants, improve the application process for everyone and inform interested students and families about the opportunities available at GNBVT.

GNBVT has partnered with Go2CTE, an online software program used by fourteen other vocational-technical high schools in Massachusetts. The online application process provides GNBVT more access to students and families and provides three-way communication between GNBVT, the student and family, and the sending school district.

In just two weeks, GNBVT has received over 320 online applications. This truly puts us ahead of the game as applications were not consistently received until after Open House in previous years.

GNBVT Bears Vs. Wareham Vikings



**Middle School
Night: October
14th**

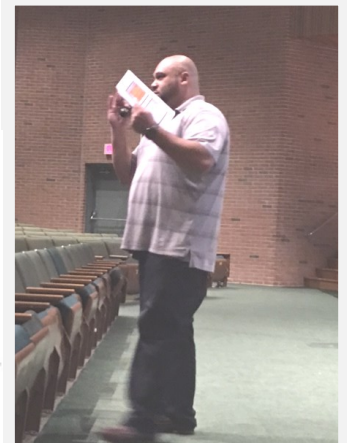
The GNBVT Guidance Department greeted middle school students and their families at the Friday Night Lights football game planned by Sue Demers. It was a great opportunity to talk with aspiring GNBVT students about our school and the new online application process.

10th Grade Parent Night

Sophomore guidance counselors, Lucia Williams and Wadley DaSilva, presented to forty parents and guardians on October 19th. They discussed MASSCore graduation requirements, 10th grade promotional requirements, MCAS, and other issues and concerns related to sophomore year. Parents provided great feedback: "Very informative!", "Excellent Info.!", "Very personable staff and easy to talk to! The communication was fantastic!"



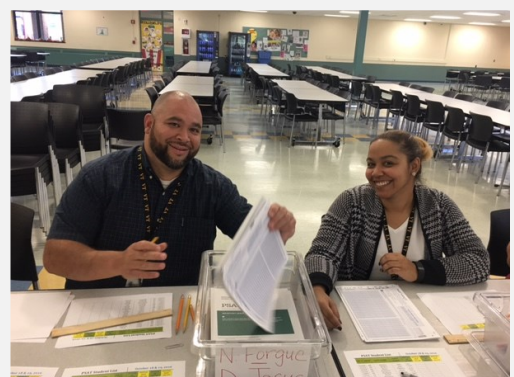
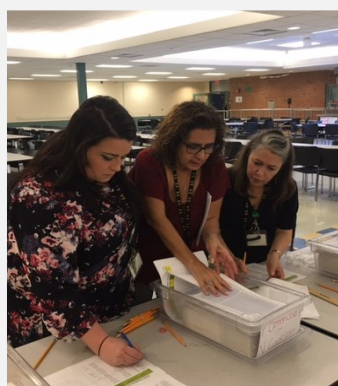
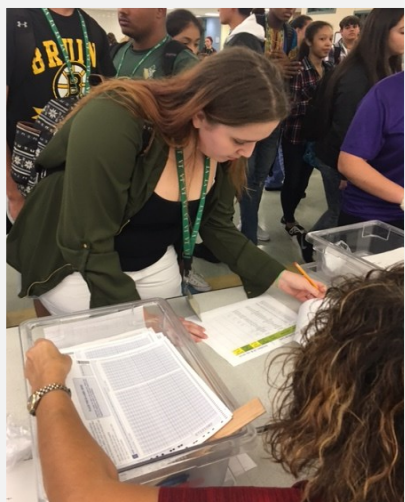
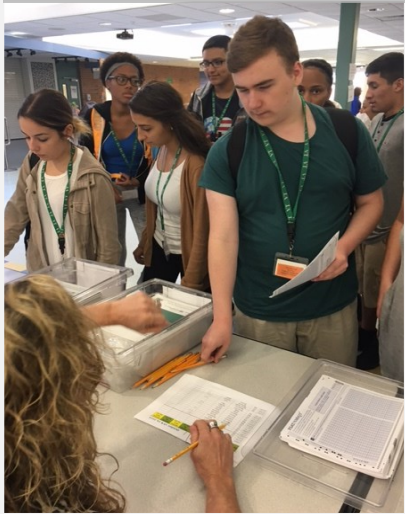
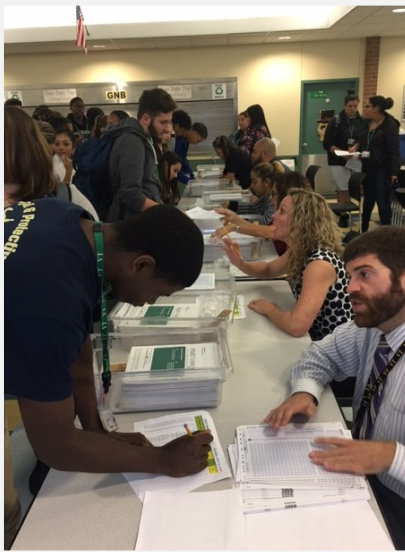
Need some Guidance?
See your
COUNSELOR!



PSATs

The PSAT/NMSQT® (or **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test**) is, as the title suggests, a preliminary version of the SAT.

Not only does the PSAT help prepare students to take the SAT or ACT, the great thing about the PSAT is that a high score can also open the door to National Merit Scholarships and other awards. With \$180 million dollars in scholarships awarded to students who achieve high scores on the PSAT, how you perform on this exam can help you earn scholarship dollars that change the direction of your college planning.



ASVAB

Guidance counselor, Wadley DaSilva is the GNBVT military liaison and organizes the **Armed Services Vocational Aptitude Battery (ASVAB)**.

The ASVAB is a timed multi-aptitude test, which is given at over 14,000 schools and Military Entrance Processing Stations (MEPS) nationwide and is developed and maintained by the Department of Defense.

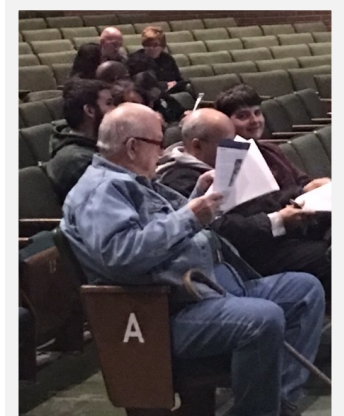
Scores in four critical areas -- Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension and Mathematics Knowledge.

Scores in all areas of the ASVAB will determine how qualified a student is for certain military occupational specialties and Enlistment Bonuses. A high score will improve a student's chances of getting the specialty/job and signing bonus they may want.

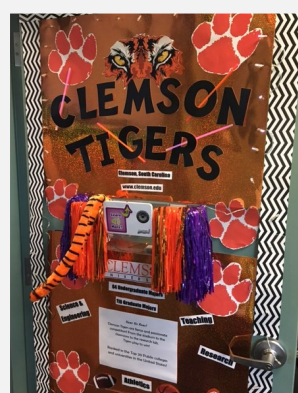
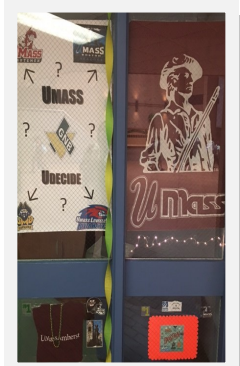
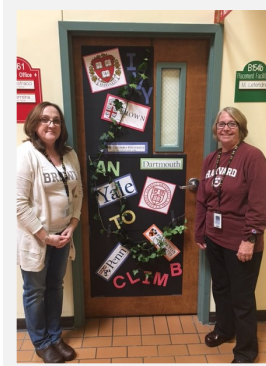


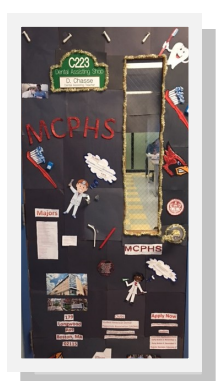
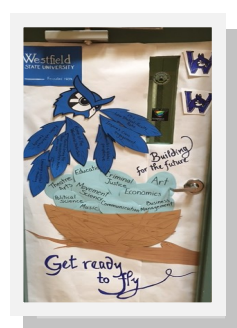
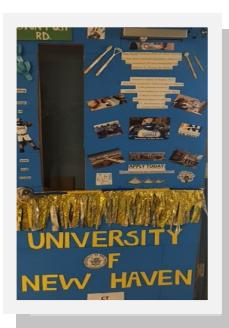
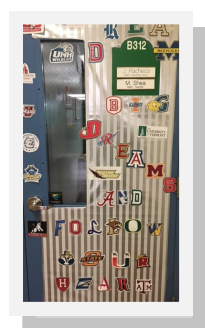
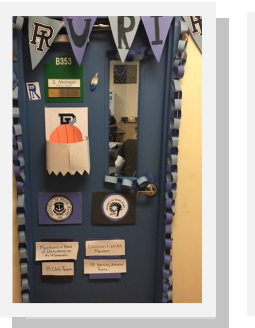
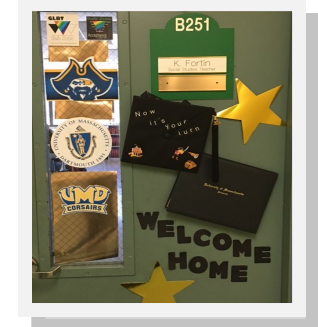
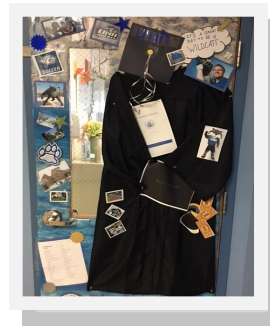
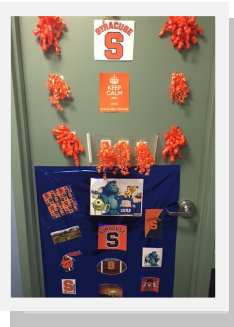
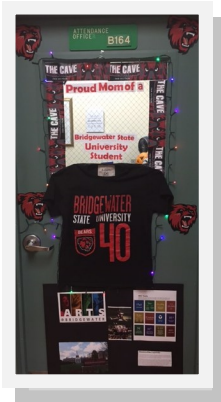
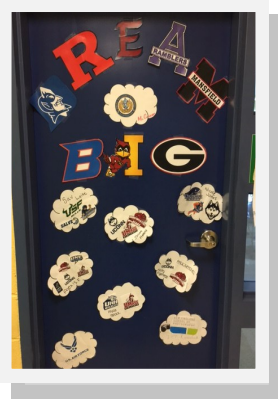
Junior/ Senior Parent Night—November 14th

Over one hundred GNBVT parents and students in the 11th and 12th grade attended this informational evening. Beth Connelly-Sylvia from the Educational Opportunity Center (EOC) presented the ins and outs of college financing. Valuable information regarding the differences between various funding sources, potential scams, and how to navigate the FAFSA was provided.



College Door Decorating Contest 2016





And the Winners are...



Most Creative

Your Home Refrigerator...

Ms. Teixeira & Mr Richard—Room G126



1st Place Academic Tie

Graduation— A Goal You All
Can Achieve!

Ms. Aubertine— Math

Room B311



1st Place Academic Tie

Your College adventure
Awaits You!

Ms. Calvao & Ms. Owen

Room B341a



Three-Way CVTE Tie

GNBVT Gives You All the
Opportunities You Need for
Success!

Plumbing— Mr. Avila

Room G101



Three-Way CVTE Tie

Planting the Seeds to a
Bright & Sustainable Future!

Environmental Science

Mr. Pires & Mr. Carlesi

Room E157



Three-Way CVTE Tie

College Life...

Early Childhood

Ms. Brightman



1st Place

Plan Your College
Course!

Sandy Poirier

Guidance Dept.



Rachel's Challenge programs provide a sustainable, evidence-based framework for positive climate and culture in our schools. Fully implemented, partner schools achieve statistically significant gains in community engagement, faculty/student relationships, leadership potential, and school climate; along with reductions in bullying, alcohol, tobacco and other drug use. Today, Rachel's Challenge exists to inspire and equip every person to create a permanent positive change not only in themselves, but in their schools with the objectives to continue Rachel's legacy of kindness and compassion.

Fifty students from GNBVT are part of Rachel's Challenge! These students, along with Sarah Hartley and Wadley DaSilva, meet to provide a school where every student and staff feels comfortable and welcome. This year's project includes the 20 Acts of Kindness Day on December 16th. Throughout the day at school and at the North Dartmouth Mall in the evening, GNBVT will be displaying random acts of kindness! For more information please contact Ms. Hartley or Mr. DaSilva.



Mentors Needed

Some of our students need someone other than their classroom teacher or guidance counselor to support them through difficult times or help set them on a more positive course for their future. Mentors work with students who are at risk for academic or shop failure, dropping out of school, having behavioral difficulties that negative impact their performance in school or are trying to better navigate their adolescent years. Mentors are asked to meet with their mentee for 1-3 hours per week to develop ideas and plans for their improvement. PDPs are awarded. If you would like to make a difference in a student's life please become a mentor!

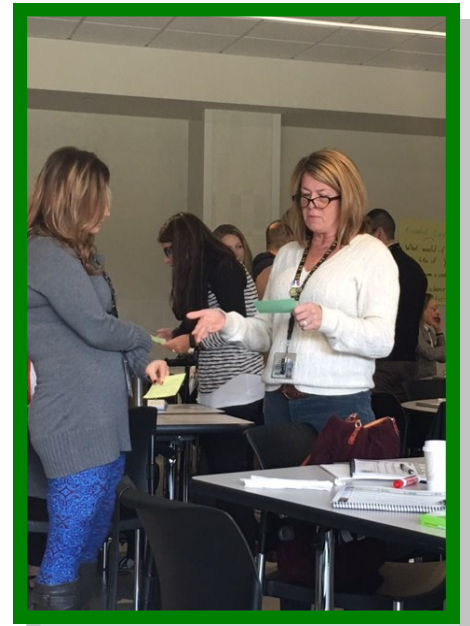
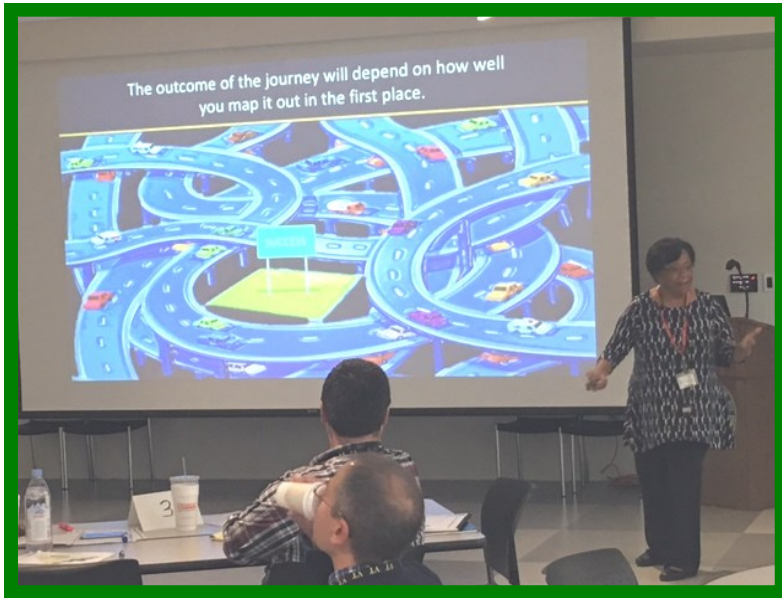
To learn more about how to become a student's mentor at GNBVT please speak with Dr. Larkin at ext. 790



To make a referral for a student to obtain a mentor please speak with the student's Guidance Counselor

RISE: Revitalizing Instruction for Students & Educators

With Dr. Deborah Harris & Lisa Capitano



RISE is comprised of three major components and each component is addressed to ensure all participants leave with a solid knowledge base from which to build an effective inclusive education program. The **first component** of the training deals with accessing the appropriate framework for instruction. At the core of component one is a thorough understanding of co-teaching and collaboration. An intense, and interactive dialogue on collaboration leaves participants with intriguing insight about the impact of collaboration on inclusive education and allows participants to make an informed decision about what is best for the students they serve. Participants learn in an entertaining but substantive manner how to work together.

Component Two teaches teachers how to make instruction more effective for a diverse group of students without compromising curriculum standards and requirements. We spend a significant amount of time understanding how disabilities impact learning in the context of the general education classroom and strategies needed to address the disability in the context of the content. Teachers leave understanding that addressing the disability requires more than accommodations, it requires instructional intervention. Many teachers believe if accommodations are applied, they have done what is expected and the students should learn as a result. By focusing on four main categories of disabilities (Perception, Processing, Memory, Language), teachers come to realize that simply providing extended time to a child with processing problems is of little value if the child still does not know how to process information. Component two teaches instructional interventions.

Component Three focuses on preparing teachers to transform assessment to match instruction. A model of inclusive assessment is presented and teachers are taught how to transform their assessment practices to ensure children are assessed based on what they have learned versus what they have not done, such as homework, class participation and test, requirements that place students with disabilities at a disadvantage before instruction begins.

Oct./November	27th & 28th	RISE Training– Day 1 & 2
December	15th & 16th	RISE Training Day 3&4
January	3 *	Embedded PD in Classrooms
February	8 *	Embedded PD in Classrooms
March	16, 27	Embedded PD in
April	11*	Embedded PD in
May	19	Embedded PD in Classrooms



(*) Additional Dates TBD

1 Day *Understanding Disabilities* Training to be scheduled for non-CoTeaching staff

Pizza Party for the Winners of the College Door Decorating Contest



Environmental Science Juniors



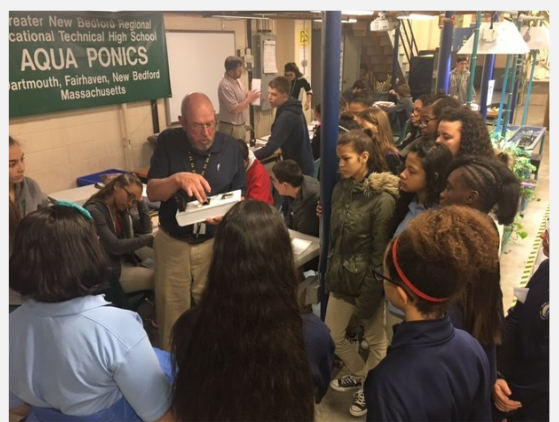
Plumbing Sophomores



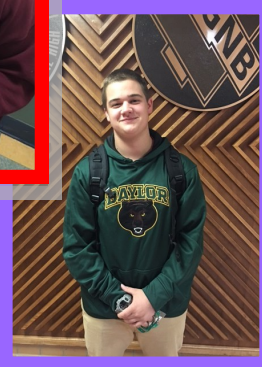
Architectural Drafting— Juniors & Seniors



8th Graders from Our Sisters School Visits GNBVT



College Gear Day

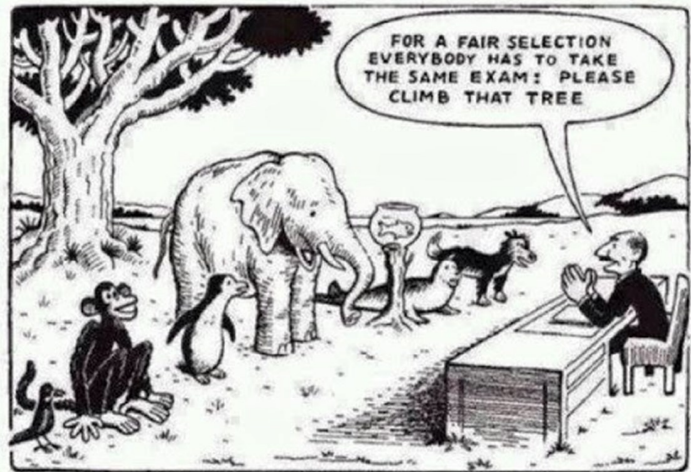


Upcoming Events

- ◆ Algebra I & II Tutoring begins—November 15th
- ◆ Open House— Sunday—November 20th
- ◆ CVTE Door Contest Winners Announced—November 30th
- ◆ FAFSA Workshops: 6:00– 11/17, 12/8, 1/12, 2/16
- ◆ No School—Friday December 2nd for Heather’s Birthday
- ◆ SATs– Saturday—December 3rd
- ◆ MCAS Biology Tutoring Begins December 5th
- ◆ South Coast School Counselors Association (SCSCA) Meeting- December 7th @ 5:30– Library
- ◆ 20 Acts of Kindness day—December 16th
- ◆ Jessica Minahan Training on Anxiety, Behavior & Student Achievement– December 20th— 9am—12pm– Auditorium



The CVTE Door Decorating Contest is On! Have Your Door ready for Open House!



Our Education System

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

