

BRISTOL-PLYMOUTH REGIONAL TECHNICAL SCHOOL

2025 Annual Report

We are delighted to share with you the Bristol-Plymouth Regional Technical School Annual Report for 2025. The accomplishments of the past year have been impressive and inspiring, continuing our commitment to providing a high-quality education for all students who pass through our doors. This report highlights the rigor, engagement, and accountability that define our school community.

At Bristol-Plymouth, we promote an inclusive and conscientious environment ensuring that students succeed in both their academic and vocational courses. Students' access to standards-driven frameworks allows them to dive deep into curriculum and develop mastery of subject matter. This approach prepares our students to become global citizens ready to face the challenges of a modern economy.

Within our annual report, key data and information are presented that highlight our extensive programming. These programs provide students with exposure to multiple opportunities that support their future planning. Students are able to envision post-secondary options that include high-demand industries, competitive colleges and universities, and various vocational advancement pathways.

Our new building project aligns well with the ambitious goals of our team offering our students a state-of-the-art space to continue learning and growing. We are excited to move into this new facility and take advantage of all it has to offer in enhancing our already strong programming.

As we look ahead, we remain steadfast in our mission to provide every student with the knowledge, skills, and support needed to thrive in an ever-changing world. Together, with the continued dedication of our staff, the partnership of our families, and the engagement of our community, we will build upon this year's success and create even more opportunities for our students to excel. Thank you for your ongoing trust and commitment to Bristol-Plymouth. We look forward to another year of growth, innovation, and shared achievement.

Academic Achievement

Unlocking Potential

Bristol-Plymouth Regional Technical School is more than a place of learning, it is a community where every student's potential is nurtured and celebrated. Hands-on technical education and rigorous academics come together to prepare young people, not just for careers, but for meaningful lives. We are driven by a deep commitment to inspire each student to discover their personal best while embracing values that matter: belonging, persistence, teamwork, excellence, creativity, and honor. In our classrooms, students do not just absorb information, they learn to think critically, express themselves confidently, and push through obstacles with resilience.

Our academic curriculum meets students where they are and challenges them to grow. We connect what happens in the classroom to the world beyond our walls making learning feel relevant and alive. Whether exploring mathematical concepts, conducting scientific investigations, crafting compelling arguments in language arts, or engaging with humanities, health, physical education, and Spanish, students build the foundation they need for whatever path they choose. For those reaching higher, our Advanced Placement and dual-enrollment courses offer the chance to challenge themselves academically while getting a head start on their college journey.

Walk through our halls and you will feel the warmth of our values in action. Students support one another, take pride in their work, and approach their education with integrity and heart. On the field, in the robotics lab, on the stage through theatre arts, Civics projects, and in countless other activities, they find their place, forge lasting friendships, and discover what it means to be part of something larger than themselves.

An early morning AP Calculus tutoring session



Academic Achievement Continued

At Bristol-Plymouth, we believe in the whole student. By weaving together technical skills, academic excellence, and character, we are preparing young people to step confidently into their futures as learners, leaders, and engaged citizens. As we look ahead to moving into our new school building, we are filled with excitement about the possibilities that lie before us. This state-of-the-art facility will allow us to expand and strengthen our programs in ways we have only imagined, providing even more opportunities for hands-on learning, collaboration, and innovation. Our graduates leave us ready – ready to contribute, ready to adapt, and ready to make a difference in a world that needs their talents and their leadership.

Our Teaching Promise

Bristol-Plymouth is deeply committed to the continuous improvement of instructional practices to meet the evolving needs of all students. Recognizing that effective teaching requires ongoing refinement and adaptation, the school works closely with instructional coaches to ensure that every classroom delivers the highest quality learning experiences possible.

At the heart of this commitment is a collaborative approach to professional growth. Instructional coaches partner with teachers across academic and technical programs to identify opportunities for enhancement, share evidence-based strategies, and support the implementation of innovative teaching methods. Through regular classroom observations, instructional rounds, reflective coach conversations, and targeted professional development, educators continuously refine their craft to better serve the diverse learners in their care.

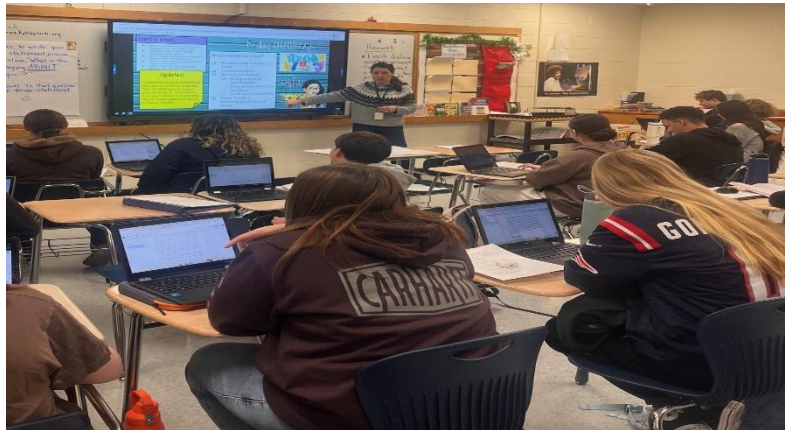
This dedication to instructional improvement emphasizes creating learning experiences that are accessible, engaging, and responsive to student needs. Teachers at Bristol-Plymouth employ varied instructional strategies to ensure all students can connect with content in meaningful ways. Visual aids, hands-on demonstrations, digital resources, and verbal explanations are thoughtfully integrated into lessons. For example, academic instructors might offer step-by-step video tutorials alongside live demonstrations, while utilizing graphic organizers, interactive tools, and multimedia content to clarify complex concepts.

The school's approach to instruction also recognizes that students demonstrate their learning in different ways. Across academic programs, students have opportunities to showcase their understanding through projects, essays, presentations, videos, or collaborative work – options that allow them to exercise creativity and build on their individual strengths while meeting rigorous academic standards.

Academic Achievement Continued

To sustain student motivation and deepen engagement, teachers offer choices in how students approach assignments allowing them to pursue topics that resonate with their interests and future goals. Collaborative projects emphasize teamwork and problem-solving, fostering both a sense of belonging and the development of essential skills for college and career success.

By maintaining this unwavering focus on instructional excellence and working hand-in-hand with instructional coaches, Bristol-Plymouth is building a culture of continuous improvement. This commitment ensures that teaching practices evolve to meet the demands of the future, preparing students not only to meet today's academic challenges, but also to adapt and thrive in an increasingly complex and diverse world.



Ms. Karam-Kozak's Freshmen English class working on essay revisions, theme statements, and editing.

Curriculum that Counts

Bristol-Plymouth remains firmly committed to providing our students with the highest quality instructional materials available. We recognize that effective teaching begins with strong, research-based resources that engage students and support meaningful learning.

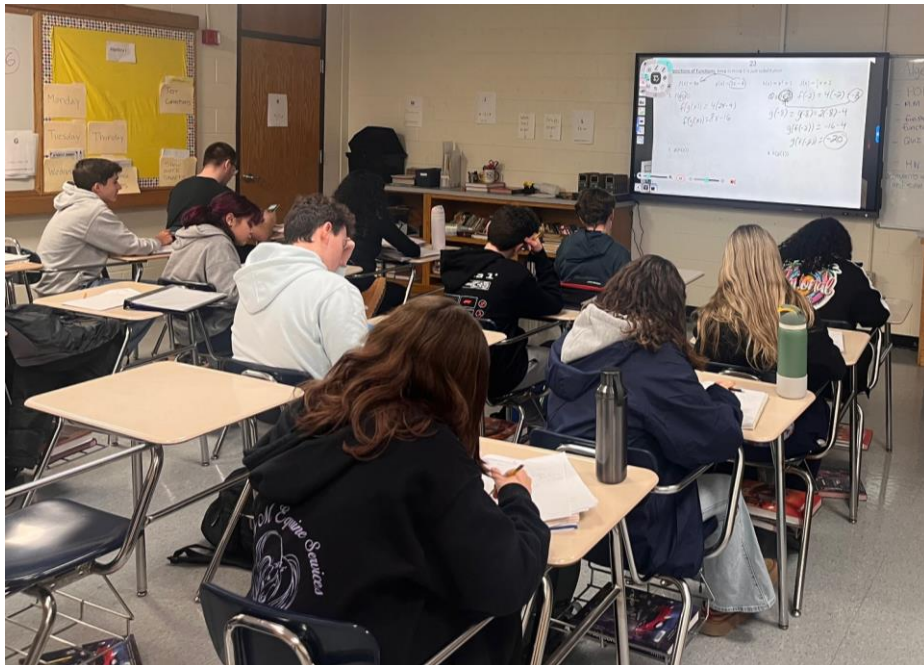
We are continuing this commitment through several significant adoptions and explorations. For our Grade 12 English Language Arts program, we are adopting Houghton Mifflin Harcourt (HMH) Into Literature, a comprehensive curriculum designed to prepare students for college-level literacy demands. This will complete our adoption of HMH for grades 9-12, creating a seamless educational experience within language arts for our students. Additionally, we are implementing new Anatomy and Physiology textbooks that will provide our students with current, accurate scientific content and enhanced learning opportunities in this critical field.

Academic Achievement Continued

Beyond these adoptions, we have also begun the important work of researching potential new course offerings. Our teams are exploring the possibility of implementing a new AP U.S. Government course which would expand advanced placement opportunities for our students interested in civics and political science. We are also investigating the addition of a Statistics course, recognizing the growing importance of data literacy in today's world and the value of providing students with diverse mathematical pathways.

All of these selections follow the rigorous "ImplementMA" process, which ensures that our instructional materials meet high standards for quality and effectiveness. This process leverages both EdReports, which provides evidence-based reviews of K-12 instructional materials, and "CuRaTe," Massachusetts' own platform for curriculum resources. All curriculum materials also undergo a rigorous review for potential curriculum bias. By utilizing these tools, we ensure that every adoption decision is grounded in research, aligned with state standards, and focused on student success.

Our commitment to excellence in instructional materials reflects our broader dedication to educational equity and opportunity for all Bristol-Plymouth students.



Students in Mr. Thetonia's Algebra I class work to solve equations.

Academic Achievement Continued

Elevating Educational Excellence

Bristol-Plymouth remains committed to raising the bar for student achievement through continuous alignment with the Massachusetts Curriculum Frameworks and evolving MCAS assessments across English Language Arts, Mathematics, and Science. Our expanding Advanced Placement curriculum, featuring Biology, Calculus, U.S. History, Psychology, and Statistics, provides students with challenging, college-level coursework that sharpens critical thinking and deepens subject mastery.

Beyond AP offerings, our partnership with Massasoit Community College opens doors for juniors and seniors through the Early College Access Program. Students can earn transferable college credits in courses like English 101 and 102, Psychology, and Communications gaining a competitive advantage and a genuine preview of collegiate academics. This dual-enrollment opportunity not only accelerates their educational journey but also builds confidence and readiness for the demands of higher education.

MCAS Performance and Curriculum Development

As a result of a voter-approved ballot measure that went into effect on December 5, 2024, the Massachusetts Comprehensive Assessment System (MCAS) was officially detached from the competency determination (CD) graduation requirement. MCAS continues to serve as an important measure of student learning and our instructional teams regularly analyze data from MCAS, District Shared Assessments, and STAR Assessments to identify strengths, address learning gaps, and make timely curriculum adjustments.

Current focus areas include:

English Language Arts: Continued monitoring of new Grade 9 and 10 curriculum materials emphasizing essay writing and Universal Design for Learning (UDL) principles.

Biology: New Biology textbook and new curriculum mapping that spirals topics and reinforces key concepts to strengthen student preparation for the MCAS Biology examination.

Mathematics: Continued monitoring of new Algebra I and Geometry materials, along with spiraled review of core topics in Algebra I and Geometry, to improve student readiness for the MCAS Mathematics examination.

Academic Achievement Continued

John and Abigail Adams Scholarship

The Class of 2026 includes 82 first-round recipients of the John and Abigail Adams Scholarship which is awarded to students who score in the “Exceeding” category on one MCAS exam, “Meeting or Exceeding” on the other two, and rank in the top 25% of District test-takers.

MCAS Results

ELA (2025): 9% Exceeding Expectations, 39% Meeting Expectations, 40% Partially Meeting, 12% Not Meeting

Mathematics (2025): 8% Exceeding Expectations, 38% Meeting Expectations, 44% Partially Meeting, 11% Not Meeting

Biology (2025): 5% Exceeding Expectations, 34% Meeting Expectations, 47% Partially Meeting, 14% Not Meeting

Bristol-Plymouth educators continuously adapt instructional strategies, curriculum materials, and assessment practices to meet the rigorous expectations outlined in the Massachusetts Curriculum Frameworks, reflecting the school’s commitment to academic excellence and student success.

Competency Determination Requirements

To earn a Competency Determination, students must satisfactorily complete required coursework and demonstrate mastery of common core skills, competencies, and knowledge in English Language Arts, Mathematics, and Science, with U.S. History also required beginning with the Class of 2027. The coursework requirements include satisfactory completion of work equivalent to two years of high school English Language Arts, one year of Algebra I and one year of Geometry in Mathematics, one year of Biology, Chemistry, or Physics in Science and Technology/Engineering, and for the Class of 2027 and beyond, one year of U.S. History (U.S. History I and U.S. History II).

Academic Achievement Continued

To demonstrate mastery of common core skills, competencies, and knowledge, students must earn a passing score on a final assessment, capstone project, or portfolio as determined by the school's academic department. Bristol-Plymouth is currently developing mastery assessments for these content areas and will be implemented and administered in relevant areas to students. For students whose prior coursework cannot be documented or evaluated, alternative pathways are available, including achieving a qualifying score of "Meeting Expectations" or higher on the MCAS (if available and administered) or completing an equivalent District-approved assessment that satisfies the same academic standards.

Technical Achievement

This year marked a period of significant progress and accomplishment across all vocational-technical programs reflecting the District's continued commitment to high-quality career vocational technical education. Early indicators of success began with Freshmen permanent shop placement where 65% of the Class of 2028 were placed in their first-choice technical program at the conclusion of exploratory and 85% secured placement in one of their top three selections. The Class of 2029 similarly benefitted from a comprehensive Exploratory Exposure Week providing all Freshmen with the opportunity to experience all nineteen technical programs before choosing their pathways. In addition, Sophomore students recently completed the District's annual Career Showcase, an event designed to educate both Freshmen and Sophomores about the wide range of career opportunities available across all trade areas. Juniors are preparing for work-based learning opportunities, and Seniors are demonstrating continued progress on their capstone projects.

Credential attainment continued to rise, serving as a meaningful indicator of workforce readiness and program rigor. Students earned a total of 1,235 industry-recognized certifications during the 2024-2025 school year representing a 23% increase compared to the previous year. This growth highlights both staff commitment to integrating credentialing opportunities into curriculum and students' dedication to achieving industry standards. Further emphasizing student excellence, 58 students were inducted into the National Technical Honor Society in October recognizing high achievement in scholarship, leadership, service, and character.

Technical Achievement Continued

Across the District's technical programs, students and instructors engaged in robust, hands-on learning, community service, and competition experiences. Automotive Technology students completed numerous customer and community service work requests providing authentic, real-world practice while supporting local needs. The Biotechnology program welcomed a new instructor, and the Junior class is actively working toward certification attainment accompanied by participation in the SkillsUSA State Competition. A Biotechnology student represented the program as a National Delegate.

The Business and Applied Technology program celebrated an exceptional year through its DECA chapter which achieved distinction at the District, State, and International levels. Highlights included a student earning a Silver Medal at the International Career Development Conference in Human Resource Management, as well as numerous students achieving top role-play and exam scores. The School-Based Enterprise earned Gold Certification, and every Junior attained their Financial Literacy Certification. Students also excelled in community awareness initiatives, fundraising events, and leadership campaigns with dozens placing among the top competitors at District and State competitions.



Technical programs continued to make significant contributions to the community. The CAD/CAM program completed multiple customer projects and earned top recognition, and one student received a Gold Medal in Technical Drafting at the SkillsUSA State Competition. Carpentry students completed some major projects ranging from building a shed for Berkley's Public Safety Building to reconstructing a dugout for the Town of

Technical Achievement Continued

Dighton, creating a shoe rack for Middleboro Public Schools, and building a new redemption shed for the Oak Point Homeowner's Association Scholarship Fund. In Collision Technology, students completed various customer projects allowing them to apply industry practices in authentic settings.

In the Community Health program, students in grades 10-12 competed at the SkillsUSA State Competition in Knowledge Bowl, Basic Health Care Skills, and Nurse Assisting with one student earning a Silver Medal in Basic Health Care Skills. Students also competed in HOSA's state-level events, and three out of three students successfully passed the AP Psychology examination demonstrating strong academic and technical integration. The Computer and Networking Technology program also achieved substantial success with students collectively earning 97 industry-recognized certifications. The program continues to strengthen pathways into high-demand IT careers through hands-on training, credential preparation, and exposure to industry-standard technologies.

Culinary Arts students supported numerous District and community events including Open House, Advisory Dinner, NHS/NTHS inductions, and the Silver Platter Retiree luncheon. Students earned Best Overall at the Upper Cape Tech BBQ challenge. One student earned a bronze medal in Restaurant Service at SkillsUSA, and Junior students participated in enriching field experiences at Faneuil Hall and the Pelham House Resort.



Dental Assisting students expanded their professional experiences through internships and cooperative education placements, and one student earned a bronze medal in the SkillsUSA State Competition Shop Safety Poster Design.

Technical Achievement Continued

In Design and Visual Communication, student Percy Duphily earned national recognition by winning the NBCA Wicked: For Good Poster Contest.



Early Childhood Education students continued to demonstrate workforce readiness with all students placed in cooperative education positions while also maintaining a high-quality preschool program.

Electrical students completed extensive community-based work, including electrical upgrades for the Dighton Library, installation of an EV charging station for the Taunton Housing Authority, electrical work for Old Colony Habitat for Humanity, and municipal upgrades for the Middleboro Town Hall.



B-P Electrical Students

Technical Achievement Continued

Graphic Design students supported the District and local communities with 200 completed jobs and earned multiple accolades, including one student earning a bronze medal in SkillsUSA for T-shirt Design, and recognition for another student at the Massachusetts State House for artwork submitted for the Congressional Art Competition. The students also designed, produced, and mounted an advertising vinyl on a 28' trailer for a local lawn service company.



Trish Houghton submitted artwork for the Congressional Art Competition.

The HVAC program experienced a particularly strong year in credential attainment and workforce readiness. Students earned an impressive 188 industry-recognized credentials reflecting the program's emphasis on high-level technical training and certification. Additionally, 18 of the program's 23 seniors are currently placed in cooperative education opportunities demonstrating strong industry partnerships and employer confidence in student skill readiness.

Metal Fabrication students completed various community projects and participated in statewide blacksmithing events. Their work included designing a custom donation box for Depp Pond Farm and Stables, creating B-P Homecoming decorations, and earning first place in the Taunton Scarecrow Contest.



Technical Achievement Continued

The Plumbing program expanded credentialing opportunities with the addition of the MegaPress certification. The Robotics and Engineering program demonstrated exceptional performance earning first place in the Festo MecLab Redesign Team Challenge for the second consecutive year, accompanied by a \$500 award. Students excelled in multiple SkillsUSA State Competition events: Mobile Robotics, Principles of Engineering, Job Skill Demonstration, Urban Search and Rescue, and one student was the recipient of the Jannine Baker Scholarship.



Overall, this year showcased the District's strong vocational-technical identity, characterized by rising credential attainment, high levels of competitive success, meaningful community partnerships, and robust hands-on learning across all programs. These accomplishments reflect the dedication of students, staff, and community partners who collectively support high-quality CVTE programming aligned with DESE expectations and regional workforce needs.

Post-Secondary

The evening post-secondary Dental Assisting program graduated two students in June. Both have shared that they are employed by area dental offices. The current class of students are expected to graduate in June 2026.

Post-Secondary Continued

Fifty students graduated in June from the Practical Nurse Program. At this time, the program has achieved a 100% pass rate on the national licensure exam. The majority of these graduates are employed in a variety of healthcare settings. Several have shared that they plan to continue their education and are seeking enrollment into a registered nurse (RN) program. Currently, there are 31 students enrolled in the full-time day program and 20 students enrolled in the part-time evening program. The full-time program is expected to graduate in June 2026.



Special Education

Multi-Tiered Systems of Support (MTSS)

Current planning efforts are centered on strengthening the District's Multi-Tiered Systems of Support (MTSS) to ensure timely, data-informed identification and support for students with academic, social-emotional, and behavioral needs. The MTSS leadership team now consists of six administrators and four teachers reflecting an intentional expansion of cross-disciplinary representation. As part of this work, team members are participating in professional development on the District's data warehouse platform, eduCLIMBER, to enhance the identification, monitoring, and progress tracking of students requiring additional supports.

This year the leadership team undertook the significant task of developing a comprehensive MTSS handbook and a three-year action plan to guide implementation and continuous improvement. The handbook serves as a foundational resource incorporating an annual assessment map aligned with District and school goals, and clearly outlining tiered supports across three domains: academic, social-emotional, and behavioral.

Special Education Continued

The leadership team is also exploring future scheduling considerations to better integrate MTSS practices, optimize staff time, and ensure sustainability and impact across all tiers of support.

Special Education

This year, the Special Education Department sustained strong collaborative partnerships with local agencies to support students transitioning to adult living and employment. A total of 53 students were referred to the Southeast Center for Independent Living (SCIL) to participate in Pre-Employment Transition Services (Pre-ETS) and the Transition to Adulthood Program (TAP). Through these programs, students received individualized instruction and support in necessary transition areas, including self-advocacy, job exploration counseling, work-based learning experiences, post-secondary education and training, and workplace readiness skills.

In addition to individualized services, the department partnered with SCIL to offer large group workshops focused on financial literacy, career exploration, vision statement development, housing and insurance options, and driver's permit test preparation. Bristol-Plymouth also referred several students with disabilities to adult agencies to support ongoing needs related to education, employment, housing, and disability specific services.

The Special Education Parent Advisory Council (SEPAC) held five meetings during the 2024-2025 school year. SEPAC membership is open to all parents and guardians of students with disabilities, as well as other interested community members. Meetings included presentations from community partners such as SCIL and MassAbility (formerly the Massachusetts Rehabilitation Commission) with a focus on transition planning for adult living, employment, and post-secondary education. In addition, Bristol-Plymouth's SEPAC joined MassPac through the Federation for Children with Special Needs and hosted two additional presentations: *Basic Rights: Transition Planning* and *Social Emotional Learning at Home*.

Collectively, these initiatives highlight the department's continued commitment to providing students and families with meaningful resources, coordinated supports, and opportunities that promote successful transitions and long-term independence.

Cooperative Education Program

Bristol-Plymouth's Cooperative Education Program's goal is always to empower students to become the premier skilled professionals in a global workforce. In the past 5 years, the Cooperative Education program has seen year-over-year growth in the number of students out working. Our objective is to nourish students in the process of attaining on-the-job skills from their vocational teachers and then to utilize these traits while working in the surrounding communities in high-pace environments. Students have been immensely interested in the idea of co-op and many have set their sights on taking on new and exciting challenges. Some of the new companies that have supported Bristol-Plymouth's Cooperative Education Program are: General Dynamics Electric Boat, Mechanics Bank, Cape Cod Express, and Digital Tech Partners.

Student Cooperative Education Placement

| Year | Seniors | Juniors | Companies |
|------|---------|---------|-----------|
| 2025 | 150 | 103 | 223 |
| 2024 | 139 | 102 | 196 |
| 2023 | 118 | 98 | 152 |
| 2022 | 121 | 68 | 131 |
| 2021 | 101 | 48 | 113 |

Total Amount Earned at Co-op Jobs Over the Past Year

| |
|------------------|
| \$687,694 |
|------------------|

In May, Bristol-Plymouth held its first ever "Signing Day" for students that made the transition from high school directly into the workforce. Several companies and families celebrated the students' next adventure by coming into the school for a ceremony.

Cooperative Education Program Continued



B-P Signing Day 2025: Students and Co-Op Coordinator Mr. Shuman

This year was another record year for Cooperative Education at Bristol-Plymouth with 253 students employed simultaneously by the end of the school year. The Plumbing, Automotive Technology, Biotechnology, Dental Assisting, Early Childhood, and Community Health programs all had record years. These shops have excelled in the work-life-ready exercises of Cooperative Education.



Sofia Cabral in Electrical worked at Leal Electrical Services



Dylan Holmes in HVAC working at Pierce Refrigeration

Student Services

The Student Services Department continued to support all students in their academic achievement, career development, and social-emotional growth through individualized counseling, small group sessions, and schoolwide programming. Our Naviance platform remained a key tool for ongoing collaboration with students and families providing timely information about college planning, career exploration, and scholarship opportunities.

The Career Center, housed within Student Services, offered targeted small-group workshops focused on college application skills, resume development, and scholarship navigation. In September, we hosted our annual in-house college fair welcoming representatives from 54 colleges, universities, and professional programs. All students in grades 11 and 12 attended and engaged with admissions representatives to further their post-secondary planning.

School counselors continued to play a central role in promoting the overall wellness of the student body by offering responsive services and proactive programming. In June, the Credit for Life Fair, an interactive financial literacy initiative, was held in person. Sponsored by FitMoney, this program provided students with hands-on financial planning experiences using an online platform accessible via Chromebook. All members of the Class of 2026 participated in gaining essential personal finance skills they will carry into adulthood. This successful event was made possible through the support of more than 20 local business professionals who volunteered their time.

The Multi-Tiered Systems of Support (MTSS) subcommittee consisting of Student Services administrators, counselors, and instructional staff continued its work to advance the District's MTSS framework. This year, the team updated the District Curriculum Accommodation Plan to align with Universal Design for Learning (UDL) principles. The subcommittee will continue its efforts this school year focusing on the development of a comprehensive, multi-year MTSS plan that includes an assessment map, clearly defined academic, social-emotional, and behavioral supports, and recommendations for future resources, staffing, and scheduling.

Student Life

We believe that the achievement of our goals can also be measured by interest in our school and the success of our graduates. Within the eight-member communities of our District, the number of students interested in attending Bristol-Plymouth continued to be high. The number of students accepted to the Class of 2029 was 352. Our online admissions process, utilizing go2cte.org, continued to be a positive asset to the admissions process. It has been found to be essential in tracking applications and

Student Life Continued

supporting paperwork for review. It has also provided additional pathways to communicating information, upcoming events, and periodic notices to potential students and their parents/guardians. Interviews were successfully conducted throughout the admissions period.

This year, each class retained a high percentage of its students bringing the October 1 population of the school to 1,341.

The Community Service Club continues to be a very active and involved organization within our District communities. Some of the work highlighted for this year included designing and painting rocks for different areas of the community, sending cards for a child battling a lifelong disability, sending monthly birthday cards to children that have visited Give Kids the World, collecting birthday cake supplies to donate to local food pantries, collecting over 100 pairs of donated socks in Socktober for the homeless, and an event to help foster children with holiday gifts. Whether collecting, donating, or volunteering, our advisors and students in this club continue to be rewarded with the many meaningful ways that they are supporting our communities.

Fiscal Outlook

The District met its fiscal year net school spending requirement as established by the Department of Elementary and Secondary Education (DESE) and closed out the fiscal year with a surplus. The District anticipates that the Excess and Deficiency (E&D) account will be approved by the Department of Revenue at the full 5% allowable level for Fiscal Year 2025.

The new Bristol-Plymouth school building project, funded through the Massachusetts School Building Authority's (MSBA) grant program, is approximately 80% complete and remains on schedule for a Spring 2026 completion. The Superintendent will continue to provide regular updates to the School Committee and member communities regarding the project's progress.

The District was pleased to receive a Skills Capital Grant from the Commonwealth of Massachusetts to support the Dental Program through the purchase of new equipment. In addition, a private grant enabled the District to enhance several vocational programs including Automotive, Electrical, HVAC, and Plumbing. The District also continued to receive Elementary and Secondary School entitlement grants which support high-quality professional development and provide students with access to state-of-the-art technology, equipment, supplies, and instructional materials.

Fiscal Outlook Continued

The District is fortunate to have the continued support of its member communities and an engaged School Committee that consistently prioritizes student success. This partnership allows Bristol-Plymouth to offer a diverse array of high-quality educational programs to all students. The District remains committed to fiscal responsibility and will continue to pursue cost-saving measures while exploring additional revenue opportunities. Additionally, the District will actively seek federal, state, and competitive grant funding as opportunities arise.

School Committee:

| | |
|----------------------------------|---------------|
| George L. Randall, III, Chair | Middleborough |
| Edward F. Dutra, Jr., Vice Chair | Dighton |
| Richard J. Spada, Jr. | Berkley |
| Michael J. Dolan | Bridgewater |
| Joseph M. Zinni, Jr. | Freetown |
| Timothy J. Holick | Raynham |
| James W. Clark | Rehoboth |
| Estele C. Borges | Taunton |
| Louis Borges, Jr. | Taunton |

Respectfully submitted,



Dr. Alexandre M. Magalhaes
Superintendent-Director