

BRISTOL-PLYMOUTH REGIONAL TECHNICAL SCHOOL

The Bristol-Plymouth Promise

What a diploma should prove.

LIFE-READY DELIVERABLES ◆ DEMONSTRATED TRAITS ◆ EARNED DISTINCTION

THE COMMITMENT

A diploma should certify more than *course completion*. It should prove what that student *can do*.

The Bristol-Plymouth Promise does not replace our rigorous academic courses or technical training requirements; it builds on them. Beyond the coursework, every graduate will leave with five life-ready deliverables, five demonstrated traits, and the evidence to back all of it.

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HOW TO READ THE FRAMEWORK

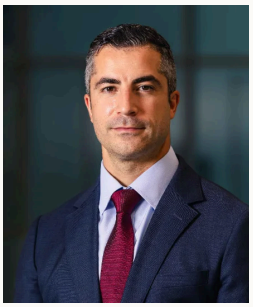
The Guarantee
Graduation deliverables. What every graduate leaves with.

The Portrait
Traits students build and demonstrate along the way.

The Seal
Distinction earned by students who exceed the baseline.

A LETTER FROM THE SUPERINTENDENT-DIRECTOR

Rebuilding the diploma for readiness.



Dear Bristol-Plymouth Community,

Public education's most fundamental purpose is to prepare students for life. Yet the world they are entering is changing faster than the traditional high school diploma has evolved to meet it. Too many students graduate with transcripts full of grades but without clear, credible evidence of the durable skills and capabilities they will need for what comes next. The result is a growing disconnect between what a diploma certifies and what life beyond high school demands.

Employers report that entry-level hires arrive without the professionalism and durable skills the work requires. Colleges report that persistence, not admission, is where students come up short. Both point to the same question:

What should a high school diploma signal, prove, and tell us about our graduates?

Traditionally, a diploma certifies that a student attended school, accumulated credits, and passed required courses. Those requirements matter. Rigorous academics matter. Exceptional career and technical education matters. We should not replace those foundations. We should build upon them to meet the demands of today's world.

A diploma should also answer a more important question: what can this graduate actually do, and what evidence can they provide that they are ready for what comes next? That question became the foundation of the Bristol-Plymouth Promise.

Before defining our answer, we listened. Nearly 1,400 students, families, educators, employers, alumni, and higher education representatives told us what a Bristol-Plymouth graduate needs to thrive. Across every group the message was consistent: professionalism rose to the top, and career readiness was named the most important graduate outcome.

To our students: you will leave here with more skill, more opportunity, and more evidence that you are ready. To our staff: this is our North Star, built together. To our families, our School Committee, partners, and community: together, we are building the next generation of our workforce and this community.

This is ambitious work, and it will develop over time. We will publish what we learn and strengthen the Promise as the evidence directs. But the principle behind it is simple. When Bristol-Plymouth students graduate, their diploma should signal to the world that they are ready with the evidence to back it up. That is the Bristol-Plymouth Promise.

In partnership,

ANDREW D. REBELLO
Superintendent-Director

01 · THE MOMENT WE ARE IN

The world changed. The diploma didn't.

The future of work has fundamentally transformed. The high school diploma has not kept pace. In a world changing this quickly, a student's high school experience should build the skills required to navigate it. Too many graduates cross the stage with a transcript full of grades but without durable skills they can name, or credible proof that they are ready for what comes next.

THE DISCONNECT

EMPLOYER RESEARCH

Entry-level hires are not arriving ready. Professionalism, reliability, communication, and ownership of the work rank as the most needed and least present skills in the workforce.

69%

of U.S. employers report difficulty finding the skilled talent they need, up from 32 percent a decade ago.

MANPOWERGROUP U.S. TALENT SHORTAGE

COLLEGE PERSISTENCE

Students arrive unready and persistence rates drop. What decides who finishes is self-management, a capability no transcript has ever measured.

Nearly 1 in 4

first-year college students do not return for a second year anywhere.

NATIONAL STUDENT CLEARINGHOUSE

STUDENT SURVEYS

Graduates can list the courses they passed. They struggle to name the capabilities they hold, or point to the evidence that would signal their readiness.

94%

of employers call professionalism very or extremely important, but only 55 percent rate new hires proficient in it.

NACE JOB OUTLOOK

> A diploma should be more than a piece of paper. It should be a trusted signal of readiness: verified skills, real-world experience, industry credentials, and the capabilities adult life requires.

Three integrated domains

The Bristol-Plymouth Promise is realized through three domains that define, develop, and distinguish our graduates. Together they turn a diploma into evidence.

1

The BP Guarantee GRADUATION DELIVERABLES

Five graduation requirements every student completes and can prove. This is what a BP graduate *leaves with:* a professional portfolio defended before a panel, an industry credential, real work-based learning, foundations for adult life, and a civic contribution.

2

The Portrait of a Graduate DEMONSTRATED TRAITS

Every student develops five core competencies: professionalism, critical thinking, emotional intelligence, effective communication, and civic-mindedness. Students practice and demonstrate them across academics, technical programs, and real-world experiences.

3

The BP Seal of Distinction EARNED DISTINCTION

An earned recognition for students who exceed the baseline through advanced credentials, exceptional performance, and leadership impact. After graduation it becomes a verified signal, documented in the portfolio and on the transcript, that a graduate met a higher standard.

THE RESULT A diploma that is a trusted signal of readiness.

We asked the people who know

What makes a Bristol-Plymouth graduate truly ready for life after high school? We asked employers, alumni, higher education leaders, students, educators, and families across our eight communities. Through listening sessions, surveys, and conversations, nearly 1,400 answered.

1,400
VOICES

1,333
SURVEY RESPONSES

6
STAKEHOLDER GROUPS

8
MEMBER COMMUNITIES



WHAT WE HEARD

GRADUATION REQUIREMENTS WE HEARD MOST

1	Career readiness	74%
2	Industry credentials	53.9%
3	Financial literacy	50.9%

TRAITS VALUED MOST

1	Professionalism	54.6%
2	Communication	50.9%
3	Critical thinking	41.3%

Each respondent chose exactly three.

THE CONSENSUS

Career readiness led every stakeholder group, and no trait was named more often than professionalism.

Readiness, in their words

> Not knowing what the day will bring, but knowing you are equipped to handle it.

◆ ALUMNI

◆ EMPLOYER / COMMUNITY PARTNER

"Having the practical skills, knowledge, and mindset to confidently enter the workforce, continue learning, and responsibly manage adult life."

◆ BP FACULTY & STAFF

"Able to deal with adversity, in groups and on their own. Approach problems with curiosity, striving to see things from others' point of view."

◆ PARENT / GUARDIAN

"Know how to present yourself, admit your flaws and work on them, let your confidence shine, be humble."

◆ CURRENT STUDENT

"Being one step ahead of everyone your age in your trade, because you have experience and certificates they don't."

◆ EMPLOYER / COMMUNITY PARTNER

"Responsible, respectful to employers, employees, and customers, most importantly, ready to work and learn."

◆ HIGHER EDUCATION REPRESENTATIVE

"Understand to be on time and reliable."

They described character, conduct, and proof, not just skill. The pages that follow are how we intend to deliver all three.



DOMAIN ONE

The BP Guarantee

Five graduation deliverables. Every graduate leaves with all five, and can prove every one.

1 PORTFOLIO & DEFENSE

2 CREDENTIALS

3 WORK-BASED LEARNING

4 ADULT LIFE

5 CIVIC LEADERSHIP

1 A Professional Portfolio and Senior Defense

Every student assembles a professional portfolio over four years and defends it, and the work behind it, as a senior. It is the single clearest answer to “What can you do?” and the capstone that proves a graduate is ready for what comes next.

THE PORTFOLIO INCLUDES

Résumé, references, professional profile
The documents an employer or admissions officer asks for first.

Verified work samples
Photos and projects, technical artifacts, and written reflections on the work.

Evidence of competencies
Rubrics, evaluations, and credentials that document each Portrait trait.

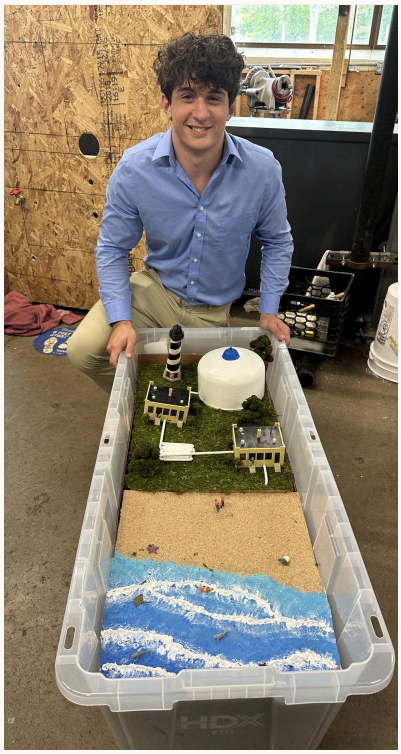
THE SENIOR DEFENSE

Presented to an external panel
The student presents the portfolio and senior project work to reviewers from outside the classroom.

Scored on a standardized rubric
Communication, professionalism, technical mastery, and problem solving. The same rubric for every student in every program.

WHY IT MATTERS

A defended portfolio demonstrates capability, judged by professionals from outside the classroom against the same standard for every graduate.



2 A Credential Stack with Labor-Market Value

Industry-recognized credentials and certifications are the language employers already trust. Every BP graduate earns at least one aligned to their program, and leaves with a documented plan for the next one.

- **At least one industry-recognized credential**
  An approved credential or equivalent option aligned to the student's technical program and valued in the regional labor market.

- **A documented credential plan, entry to advanced**
  Held in the portfolio, so students know the ladder in their field and where the next rung is, whether the next step is a job site, an apprenticeship, or a degree.

- **CPR certification**
  Every graduate is certified in CPR. It is a small requirement with an unmistakable message: a BP graduate is someone you can count on in the moment it matters.

WHAT THE COMMUNITY ASKED FOR

Industry certifications and credentials ranked among the requirements most requested by BP staff and employers, second only to career readiness itself.

> A credential is proof that travels. It means something in Greater Taunton, in Boston, and anywhere else our graduates decide to go.

3 A Real-World Work-Based Learning Pathway

Readiness is practiced, tested, and earned. This is where students do all three. Every BP student completes one pathway outside the classroom, with real expectations and real accountability, documented in the portfolio.

CHOOSE ONE PATHWAY

A

Cooperative Education

A paid co-op placement with a regional employer, in the student's field. Eligibility is earned through shop performance, grades, and the Professionalism Index.

B

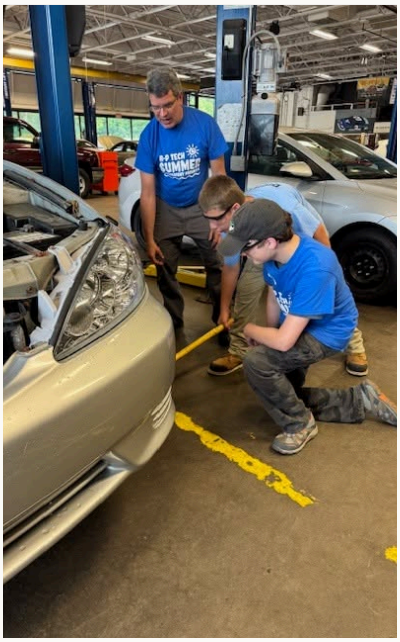
Internship, Clinical, or Placement

A supervised placement in a professional environment, including the clinical and externship experiences required in our health programs.

C

Industry-Aligned Community Project

Work delivered through the shop for a real client with a real deadline, aligned to industry standards and judged by the outcome.



DOCUMENTED IN THE PORTFOLIO

Whichever pathway a student takes, the evidence comes back with them: supervisor evaluations, artifacts, and a reflection on what the work demanded.

4 Foundations for Adult Life

Our community asked for this directly and repeatedly: financial literacy and life skills. Financial Literacy and Career Readiness become standalone courses required for graduation, not electives, not topics buried inside another class.

REQUIRED COURSE

Financial Literacy

Students demonstrate real-world competence in budgeting, banking, credit, saving, and consumer decision-making, so a first paycheck becomes the start of something rather than a missed opportunity.

REQUIRED COURSE

Career Readiness

Students demonstrate workplace readiness: professionalism, communication, interviewing, teamwork, and workplace expectations. Career readiness was the number one deliverable named by every stakeholder group we surveyed.

DEMONSTRATED, NOT JUST COMPLETED

Interview
Conducted and evaluated, not described.

Budget
Built for a real wage in this region.

Credit
Understood before it is used.

Teamwork
Observed in shop and on the job.

> Staff and employers told us what “life ready” means: workforce and employability readiness, responsibility and accountability, and a clear plan. This is the requirement that makes all three teachable.

5 Community & Civic Leadership

Bristol-Plymouth has served our communities since 1972. Civic-mindedness is essential to life-readiness: a person who looks beyond themselves is one others can count on. Every BP graduate leaves having contributed to the community.

EVERY GRADUATE COMPLETES

A documented service or leadership contribution

In the school or the wider community, recorded, verified, and named.

A reflection or artifact showing learning and impact

Held in the portfolio: what the student did, what changed because of it, and what they took from it.

A civics project, completed within the required Civics course

Every student takes and passes Civics, and every student completes a civics project inside it.



THE GUARANTEE, IN FULL

A defended portfolio. A credential with market value. Real work in a real setting. The foundations of adult life. A contribution to the community that raised them. Five life-ready deliverables.



DOMAIN TWO

The Portrait of a Graduate

Five traits students practice, develop, and demonstrate across academics, technical programs, and real-world experience. Each one backed by named evidence.

1 PROFESSIONALISM
2 CRITICAL THINKING
3 EMOTIONAL INTELLIGENCE
4 COMMUNICATION
5 CIVIC MINDEDNESS

01 Professionalism

The trait every stakeholder group named first, and the one our students practice every day. Professionalism is built through repetition: arriving prepared, meeting the standard, and being someone the shop can rely on.

Shows up ready

On time, prepared, properly dressed, and meeting deadlines everyday.

Practices workplace conduct

Respectful language and behavior toward peers, staff, and clients that reflects real workplace standards.

Produces quality work

Takes ownership, follows specifications, checks accuracy, revises on feedback, and takes pride in craftsmanship.

EVIDENCE

Scored on the BP Professionalism Index, the same three-area rubric used in every academic class and every shop. Students must meet a minimum professionalism threshold to be eligible for co-op.

> One shared definition of professional behavior, applied consistently across every program in the building, aligned to what employers told us they actually need.

The BP Professionalism Index

A shared standard needs a shared measure. Every student is scored on the same three areas, in academics and in shop, using the same rubric in every program in the building.

THE THREE AREAS

Preparedness

On time and ready, with the required materials and tools, meeting dress expectations, completing work on time, and keeping an organized workspace.

Workplace Conduct

Communicating respectfully, showing a positive work ethic, staying engaged, collaborating, following safety expectations, and responding well to feedback.

Quality of Work

Showing effort and pride, following procedures, meeting expected standards, checking work for accuracy, and applying feedback to improve.

WHAT THE SCORE DOES

Co-op eligibility

A professionalism threshold becomes one indicator of readiness for co-op. Students who fall below the threshold receive support, with opportunities to improve before workplace eligibility decisions are made.

Intervention trigger

Low scores are flagged early so students get support before a habit becomes a record, the Index is a support system, not a sorting system.

Portfolio evidence

The score is documented and included in the Senior Defense portfolio, giving the panel a four-year record rather than a single impression.

Recognition

High performers are recognized through the BP Seal of Distinction, professionalism is one of the benchmarks the Seal is earned on.

EQUITY AND NON-DISCRIMINATION

All students are held to the same expectations while their individual needs are recognized and accommodated. Evaluation accounts for the accommodations, modifications, and supports provided through a student's IEP, 504, or other applicable plan, and disability-related behaviors are never penalized where supports are required. The goal is a fair and meaningful opportunity for every student to demonstrate professionalism, growth, and readiness.

02 Critical Thinking

Analyzes information	Asks thoughtful questions, evaluates sources, and considers multiple perspectives.
Solves problems	Identifies challenges, develops possible solutions, and tests ideas before deciding.
Uses evidence	Supports ideas with facts, data, and reasoning when explaining decisions.

EVIDENCE · Academic and shop daily lessons, performance assessments, and Senior Defense rubric scores measuring reasoning, analysis, and use of evidence.

03 Emotional Intelligence

Understands self	Recognizes emotions, strengths, and areas for growth.
Manages reactions	Responds calmly to challenges and handles conflict constructively.
Adapts to change	Adjusts to new expectations and unexpected challenges with flexibility and resilience.
Shows empathy	Respects others' perspectives and works to build positive relationships.

EVIDENCE · Wellness program feedback, co-op and employer evaluations, student reflections, and teamwork and collaboration experiences.

04 Effective Communication

Expresses ideas clearly	Speaks and writes in ways that are organized, purposeful, and appropriate for the audience.
Listens actively	Pays attention to others' ideas, asks clarifying questions, and responds thoughtfully.
Adapts communication	Adjusts tone, format, and message depending on the situation or audience.

EVIDENCE · Senior Defense presentation, portfolio documentation, co-op supervisor ratings, and academic and technical writing samples.

05 Civic Mindedness

Engages in community	Participates in activities that contribute positively to school and community.
Understands responsibility	Demonstrates awareness of rights, responsibilities, and the impact of individual actions.
Respects perspectives	Values different backgrounds and viewpoints in civic discussion.

EVIDENCE · Service and leadership documentation, civic engagement project, and reflection artifacts in the portfolio.

TRAITS ARE NOT SLOGANS

Each trait carries named evidence. If we cannot point to where a student demonstrated it, we do not claim it.

DOMAIN THREE

The BP Seal of Distinction

The Promise sets the baseline every graduate must reach. Some students push further, driven by ambition, curiosity, and a commitment to excellence. The Seal is a single, earned recognition for those who exceed that baseline across every measure.



ONE SEAL.
EARNED, NOT GIVEN.

MEASURED ACROSS

Professionalism	A sustained Professionalism Index score above the Seal benchmark.
Attendance	A record of consistent, reliable presence across all four years.
Industry credentials	Advanced or additional credentials beyond the one the Guarantee requires.
Senior Defense	Distinguished performance before the external review panel.
Employer evaluation	Strong ratings from co-op, clinical, or internship supervisors.
Senior Project impact	Demonstrated results from the capstone or community project.
Academic achievement	Advanced coursework: AP, honors, and dual enrollment.
Leadership & contribution	Depth of service and leadership in the school and community.

> For employers and colleges, the Seal identifies the graduates who went beyond what was asked. For students, it is proof that ambition and effort were documented, verified, and valued.

The measures we will report

A promise must be backed by clear implementation, tracked outcomes, and transparent accountability. Bristol-Plymouth will monitor measures tied to readiness, performance, and postsecondary success, so the Promise and the BP diploma remain meaningful, measurable, and credible over time.

INDICATOR	WHAT WE MEASURE	WHY IT MATTERS
Positive Placement Rate	Percent employed, enrolled, in the military, or in another positive placement upon graduation	Confirms return on education, every graduate leaves with a viable next step.
Employment & Enrollment after One Year	Percent of graduates employed and enrolled within one year of graduation	Proves our graduates not only secure jobs and enrollment but persist in them.
Average Starting Wage	Mean first-year salary for employed graduates	Demonstrates the economic value of a BP diploma and our graduates' real earning power.
Co-op Eligibility Rate	Percent of students eligible based on the professionalism threshold	Measures how many students are meeting the professionalism and readiness standard.

REPORTED TO OUR COMMUNITY

These measures will be used to monitor progress, strengthen implementation, and ensure the diploma continues to represent genuine readiness for life, work, and continued learning.

IN CLOSING

A promise we can prove

The Bristol-Plymouth Promise is a commitment to our students, our families, and the eight communities we serve. A Bristol-Plymouth diploma will be a trusted signal of readiness, because employers, colleges, and communities will know the capabilities, requirements, and traits every graduate completed before they walked across the stage.



Every graduate will be able to point to what they built, what they earned, and what they demonstrated. That is the Bristol-Plymouth Promise.

THE GUARANTEE ◆ THE PORTRAIT ◆ THE SEAL

BRISTOL-PLYMOUTH REGIONAL
TECHNICAL SCHOOL

Built, earned, demonstrated.

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