

# 2025 MASSACHUSETTS EXECUTIVE INSTITUTE

---

*Southern Berkshire Regional School District, MA*

# MEET TODAY'S PANEL

## **Dr. Beth Regulbuto**

*Former Superintendent Southern  
Berkshire Regional School District*

## **Jesse Carpenter**

*Principal at Southern Berkshire  
Regional School District*

## **Tyler Nourse**

*Student at Southern Berkshire  
Regional School District*

## **Makayla Carpenter**

*Student at Southern Berkshire  
Regional School District*

## **Taina Torres**

*Managing Partner, Transcend*



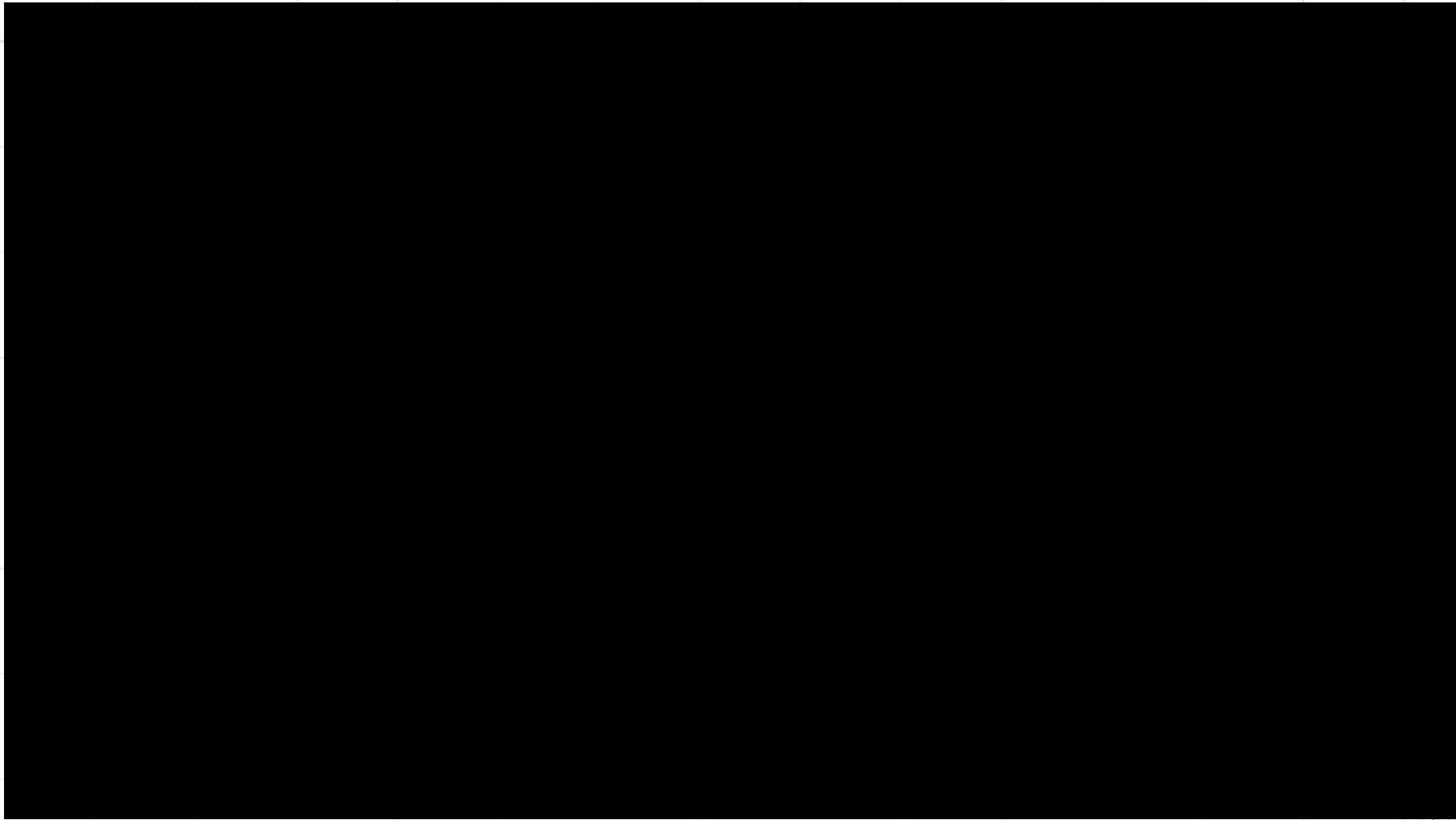
# GOALS FOR TODAY

---

Our hope is that by the end of this session, you will:

- Get a window into Southern Berkshire's model and journey.
- Walk away with ideas to make gathering and using student & community voice in school/system design.







**WHAT IF WE ENGAGED  
OUR ENTIRE  
COMMUNITY, FROM  
KIDS, TO THE BOARD,  
TO FAMILIES, IN THE  
DESIGN OF SCHOOL?**





# LEAPS FOR 21ST CENTURY LEARNING

## Industrial-Era Learning

### Narrow Focus

Learning focuses exclusively on academics and developing students' minds, overlooking their holistic growth and well-being.

### Isolation & Conformity

Learners share space with peers and adults but often lack deep connections, meaningful opportunities to collaborate, or ways to get to know and celebrate one another, leading many to feel pressure to conform or risk isolation.

### Low Expectations with Surface-Level Learning

Learners complete rote, low-level tasks aimed at memorizing broad but shallow content, with varying access to opportunities and treatment from adults shaped by inconsistent and often low expectations.

### Irrelevance

Learning is disconnected from real-world topics and challenges, as well as from the prior knowledge, interests, goals, and life experiences of young people.

### One-Size-Fits-All Approach

Learners experience the same content and activities at the same pace, holding some back from more advanced content and activities while leaving others behind.

### Passive Compliance

Learners follow directions, absorb content, and adopt behaviors and ways of thinking without question, motivated primarily by external rewards or fear of consequences.

## Extraordinary Learning

### Whole-Child Focus

Learning nurtures every young person's mind, body, and heart, promoting holistic development and well-being.

### Connection & Community

All learners are part of a supportive community where they form meaningful, collaborative relationships with peers and adults and are deeply known, appreciated, and respected for who they are while also embracing the uniqueness of others.

### High Expectations with Rigorous Learning

Every learner is treated as capable of excellence with access to appropriately challenging tasks that deepen understanding, broaden perspectives, strengthen higher-order thinking, and help them apply learning in new situations.

### Relevance

Learning connects to young people's life experiences, interests, goals, and prior knowledge, as well as to real opportunities and challenges in their local community and beyond.

### Customization

Learners experience flexibility in the focus, pace, setting, and sequence of learning, as well as variability in the resources and supports provided, ensuring each learner can succeed.

### Agency

Learners take charge of their experience in meaningful, developmentally appropriate ways, and through this, they all have opportunities to impact both their life path and the world around them.

# The Mount Everett Mission

Along with traditional academics, every student's education is matched to their individual interests and needs, with opportunities to earn college credits, participate in community-based engaging internships, and develop essential life and career skills. This unique educational environment prepares students to be curious, self-learners, resilient, and ethical citizens ready for the challenges and opportunities in an ever-changing world based on their core values of excellence, character and community.

## EARLY COLLEGE



- Mount Everett partnered with Bard College at Simon's Rock to form our Early College program.
- All Mount Everett students may participate in the program.
- Students take college courses and earn transferable college credits.
- Students gain skills that help prepare them for college and career opportunities.

## INTERNSHIP PROGRAM



- Through the Internship Program students engage with local community based businesses to explore career opportunities.
- Students gain essential work readiness skills in preparation for future careers.
- All students will have one or more internship program experiences before graduation.
- Internship opportunities are provided and sponsored by our local businesses and community members.

## BERKSTUDIO



- BerkStudio is the result of our district's work with Transcend.
- The program's goal, is to engage students in personalized learning experiences based on developing and discovering their interests, while also building community partnerships and connections.
- A coach (educator) will be assigned to meet regularly, answer questions, help students set goals, and discuss areas of growth.

## TECHNICAL & VOCATIONAL OPPORTUNITIES



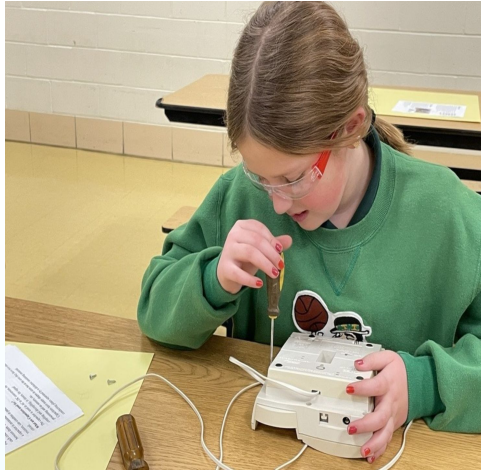
- Innovation Pathways is a collection of hands-on pathways providing technical and vocational opportunities for students.
- Currently, students can enroll in Advanced Manufacturing or Information Technology.
- Pathway opportunities currently include Culinary/Hospitality; Education/Childcare; Farm to Schools; Creative Economy; Clean Energy/Technology; and trade study in Plumbing, Electrical, Woodworking and more!

## COLLEGE & CAREER READINESS (MYCAP)



- This is a framework to assist students engage in post-graduation college & career planning.
- Through activities integrated into core curriculum & other exercises, students identify the various skills, including personal, social, behavioral, & academic, predictive of success in various workplaces.
- Specialized software tracks each student's interests, goals, & strengths from 6th – 12th grade.

# PANEL



## Phase 3: Building & Testing Prototypes

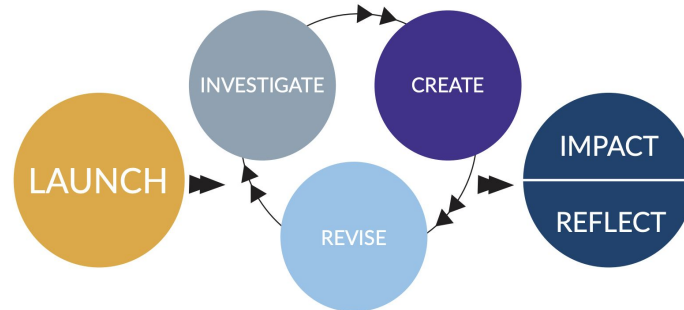
### Introduction

We first found a free site where we could create some potential floorplans so that we could maximize our resources. After exploring the website we ended up with a functional prototype. We then decided to get a second opinion from an undergraduate architect major from RPI to give us some helpful improvements.

### Low - Fidelity Prototype



## SBRSD's Studio Experience Education Model





# DESIGN SPRINT: HOW CAN YOU BRING IN COMMUNITY TO DESIGN WITH THEM?

---

## IDENTIFY

- Find a partner
- Review the Leaps
- Identify Which you Would Focus on First

## GENERATE

- Determine who could help you understand the current situation with this leap (and how)
- Determine who could help you generate ideas to improve it (and how)

## SELECT & SHARE

- Share your top 2 ideas with your partner



# LEAPS FOR 21ST CENTURY LEARNING

## Industrial-Era Learning

### Narrow Focus

Learning focuses exclusively on academics and developing students' minds, overlooking their holistic growth and well-being.

### Isolation & Conformity

Learners share space with peers and adults but often lack deep connections, meaningful opportunities to collaborate, or ways to get to know and celebrate one another, leading many to feel pressure to conform or risk isolation.

### Low Expectations with Surface-Level Learning

Learners complete rote, low-level tasks aimed at memorizing broad but shallow content, with varying access to opportunities and treatment from adults shaped by inconsistent and often low expectations.

### Irrelevance

Learning is disconnected from real-world topics and challenges, as well as from the prior knowledge, interests, goals, and life experiences of young people.

### One-Size-Fits-All Approach

Learners experience the same content and activities at the same pace, holding some back from more advanced content and activities while leaving others behind.

### Passive Compliance

Learners follow directions, absorb content, and adopt behaviors and ways of thinking without question, motivated primarily by external rewards or fear of consequences.

## Extraordinary Learning

### Whole-Child Focus

Learning nurtures every young person's mind, body, and heart, promoting holistic development and well-being.

### Connection & Community

All learners are part of a supportive community where they form meaningful, collaborative relationships with peers and adults and are deeply known, appreciated, and respected for who they are while also embracing the uniqueness of others.

### High Expectations with Rigorous Learning

Every learner is treated as capable of excellence with access to appropriately challenging tasks that deepen understanding, broaden perspectives, strengthen higher-order thinking, and help them apply learning in new situations.

### Relevance

Learning connects to young people's life experiences, interests, goals, and prior knowledge, as well as to real opportunities and challenges in their local community and beyond.

### Customization

Learners experience flexibility in the focus, pace, setting, and sequence of learning, as well as variability in the resources and supports provided, ensuring each learner can succeed.

### Agency

Learners take charge of their experience in meaningful, developmentally appropriate ways, and through this, they all have opportunities to impact both their life path and the world around them.

# WHAT'S AHEAD FOR SOUTHERN BERKSHIRE...

---

Looking ahead, we are now:

- Turning our focus to our **elementary school**.
- We're exploring how to foster the **skills and dispositions early** on that will support students as they move into innovative high school pathways like the studio model.
- We're working toward becoming a **demonstration site** for rural districts, showing that innovation and personalization are possible even with smaller budgets and fewer resources



**STAY CONNECTED**

**DR. BETH REGULBUTO: [BREGULBUTO@SBRSD.ORG](mailto:BREGULBUTO@SBRSD.ORG)**

**TAINA TORRES: [TAINA@TRANSCENDEDUCATION.ORG](mailto:TAINA@TRANSCENDEDUCATION.ORG)**

**JESSE CARPENTER: [JCARPENTER@SBRSD.ORG](mailto:JCARPENTER@SBRSD.ORG)**



## Join our Rural Career Connected Cohort!

Launching January of 2026, The Rural Schools Design Community is a **fully funded 15-month cohort program** where rural school communities partner with Transcend to reimagine and strengthen their school designs with a **focus on career-connected learning**. Rural school teams will gain experience leading a community-based design process to reimagine their school models in alignment with research-based career-connected learning (CCL) approaches that drive meaningful outcomes for every young person.



[bit.ly/careerconnected](https://bit.ly/careerconnected)



- 10-11 Rural communities selected
- Each community will work at both the district and school levels—starting with one school that serves any grade span within 7–14— to reimagine and strengthen their models towards career connected outcomes and high quality student experiences
- Teams will engage for 15 months, convening multiple times and working with a Transcend coach throughout the cohort experience