

White plans school survey for 'Williams Center' effort

By the Echo Staff

The director of the new Williams Center will be at work when Mount Greylock students return from the holiday break, and Kaatje White said this week her first job is a month or two of talking with faculty, administrators, students, parents and the school committee seeking ideas about "truly innovative collaborations."

White, a Mount Greylock parent, was named Dec. 4 as the half-time director of the center -- paid by Williams College -- and she says she will have an office at the public school. "The specific programs and projects associated

with The Williams Center at Mount Greylock will unfold over the next few months," she says. After the round of talks, "we will then determine a list of priorities and create a bit of a road map for the next year."

At the same time, White says she will spend time strengthening the ties that already exist such as two afterschool tutoring programs involving Williams students, developing more convenient transportation for college students to and from Mount Greylock, and improving communications between both institutions so that all Mount Greylock faculty and students can take better advantage

of resources at Williams and vice versa. (White can be reached at kwhite@williams.edu.)

Williams and Mount Greylock announced Dec. 4 the college's underwriting of White's salary to begin the Williams Center in what the college said in a statement involved a goal "of maximizing the academic value the college can provide to the school."

"A Williams College Center at Mt. Greylock is potentially the most significant educational enhancement the dis-

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JUICED



Students who helped unload 230 citrus boxes from a tractor-trailer pose on Dec. 14 outside the faculty entrance to the school. At lower left are sale volunteer parent organizer Carol Stein-Payne and her daughter, Rachel Payne, MGRHS '2007.

Citrus box sales top previous records; \$1,800 raised

Sales of holiday citrus fruit boxes to benefit the Mount Greylock Friends of the Arts reached an all-time high this year and for the first time, a slew of students pitched in to unload the 230 boxes when they arrived last week in the middle of the school day on Friday, Dec. 14.

"We sold 230 boxes this year, up from 198 last year, but our profits are smaller due to higher costs for the fruit itself and a transport cost in excess of three-times last year's charge," said Carol Stein-Payne, the MGRHS parent who conceived the citrus sale four years ago and has volun-

teered to manage the annual effort. She said she understood citrus-sale volunteers at Drury High School had encountered similar transportation costs.

A total of \$1,800 in net proceeds this year will be donated to Friends of the Arts, said Payne, down from \$2,200 last year. Comparable earlier-year figures: 2003 -- \$1,612; 2004 -- \$2,182; 2005 -- \$1,753. "All profits go to FOA to distribute as they see fit, but always with an emphasis on [the] Shakespeare [program]," Payne said in an email to The Echo announcing this year's tally. She said to manage costs.

Q&A Payne talks about discipline

EDITORS' NOTE -- At least two incidents during the fall left some students questioning how disciplinary decisions are reached. While co-Principal Timothy Payne declined to discuss the specific cases, he outlines the general process in this edited interview with Echo reporter Chris Densmore, taped in two sessions over the last week.

Echo: As a primary disciplinarian at Mount Greylock, how do you define your general approach to discipline?

Mr. Payne: Wow! That's a broad question. Let me clarify one thing first: We do have a Dean of Students, Ms. Penna, who deals with what I would call the day-to-day stuff, the tardies and run-of-the-mill stuff. As far as myself, being a co-principal, and my philosophical view on discipline: I see school as school. I recognize myself as not being an officer of the court, not being a judge.

I try to keep it in my mind at all times that teen-agers make mistakes. School is a relatively safe place to do that, make a mistake, and not get the hammer like one might if it were a court issue. I'm also very aware that school tends to be a community where folks are very aware of how everybody is treated.

So there is always that push for equity

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The sociology of swearing: An MCLA prof unleashes invectives at PTO meet



Prof. Timothy Jay

What motivates teens to use swear words? Where do they learn them? And what should parents -- and teachers -- do about it? These and other questions were answered on Monday, Dec. 10, by Dr. Timothy Jay, a psychology professor at Massachusetts College of Liberal Arts in North Adams. For 37 years, Jay has studied cursing and swearing as social and psychological phenomenon. He discussed his work at a regular monthly meeting of the Mount Greylock Regional High School parent-teacher organization.

Be prepared to hear cursing, Jay told parents, because youth use it to deal with stress and to defy authority -- and because they hear it in the home. Seventy percent of parents have rules against swearing, but 70 percent swear themselves, Jay said. Punishment and restrictions make the swearing impulse more powerful, he said. The way to deal with child or teen swearing, Jay said, is

to ask the child "why are you swearing"? Don't react angrily, advised Jay. "When you react emotionally to emotional language, you make it empowering." Help children deal with frustration, anger and sexuality instead, he said. "Maybe they just want your attention," he said.

But in school, you can't have language which interferes with the mission of the school, said Jay, whether it is language, tattoos or words written on books or T-shirts. Teachers have an obligation "not to accept standard speech."

Jay is the author of the book, "Cursing in America." His research finds that two swear words account for 30% to 40% of the data on swearing use and the vocabulary of swearing is small -- only about 60 or 70 words. Jay has researched swearing for more than 30 years as a psychologist and profes-

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OPINION/EDITORIAL

Foehl and Karampatsos: Mr. & Miss December

By Nick Fogel



John Taylor Foehl

There was really only one person who could follow D Nol as Mr. December and live up to all the hype created by the prestigious honor of being "man of the month." Though it was a tough decision and a lot of guys made serious runs at the title, John Taylor Foehl sat above the rest.

Taylor drops the John because he's way too cool to share a name with the likes of John Mayer, John Williams, and John Malkovich (I don't know who John Malkovich is, I just found it on a list of famous Johns). Last month T-bone helped his boys' soccer team all the way to the finals. He was the only freshman on the team last year and starred this year as a sophomore. T also shines as a squash player (Mr. Dils plays squash too, so

you know it's cool), a golfer, and a baseball player.

T goes way beyond his talents on the field though. Taylor is always smiling, always cheerful, always looking to pick his friends up when the stresses of high school bring them down. Though he's not the loudest guy and certainly doesn't seek attention, if you get to know Taylor you will find one of the kindest guys at Greylock.

Taylor is the oldest boy in one of the coolest families in Williamstown. His brothers Toby, Brady, and Jake are all on the right track towards emulating their star big bro. You might have seen Toby on ESPN the last month looking away from the camera because he was "looking at the sky." It's not hard to see where T gets his easy-going nature from, his Dad Brooks is the man and is always there supporting all the Greylock teams.

Taylor's not like one of those boy wonders that can do a rubrics cube behind his back or throw a football a quarter mile, he is just all around a good guy. If you've ever seen T's slippers, you would first say, "those are the nicest slippers I've ever seen" and follow that up with "Do guys usually wear slippers out of the house?" and conclude with "I wish I had a pair of those." T doesn't need to force anything or show boat and praise himself; he is comfortable with who he is. He can wear slippers around the house or at school because he is Taylor and, now, because he is Mr. December. In closing, T is a solid at every sport, good in school, a caring older brother, a loyal and kind friend, and the answer to the dreams of countless young ladies.

Amanda Karampatsos

Let me start by saying that I have a huge crush on Amanda Karampatsos (but c'mon, a lowly journalist geek with an angel). Aladdin must have been talking about Amanda when he said "Beautiful. She's got these eyes that just...and this hair, wow...and her smile." Okay, let's not make this too weird.

Amanda is not only one of the best looking girls in the school, she is also a star athlete, stellar student, and has a good personality (see, that's not an insult all the time). Amanda scored 22 goals this year and helped lead the soccer team to the Western Mass quarterfinals. She also stars on the basketball team. Amanda is in the top five of her class but most of the time she doesn't make a point of showing off about her talents.

It took awhile to choose a girl to be Miss December but Amanda was able to edge out a number of deserving girls for the honor. Admittedly part of the reason was that she is Nick's sister and making fun of him for having a hot sister never gets old, but seriously Amanda is nice, cool, and someone who won't take this honor to her head. Sure, being Miss December will help her get a lot of guys, get into college, and make her a recognizable face around the halls but she is unlikely to wear her crown around the school Monday.

Amanda is not the type of girl to get involved in worthless drama and you rarely see her in a cat fight. Amanda is always offering a helping hand and never makes people feel inferior to her.

She doesn't wear makeup everyday and wears sweatpants to school. Maybe it's just me, but sweatpants are wicked comfortable and it is refreshing to see a girl put the looks aside and just wear what is warm and cozy. 90% of the boys in the school probably already have a crush on Amanda, so if you do and things don't work out just know that you are not alone, and you only failed because she is probably too good for you.

Watching the presidential race -- a first cut

By Evan Grillon

EDITORS' NOTE -- Are you following the U.S. presidential election? This is the first in a series of articles by Mount Greylock students who are. Send your stories about your political activity and interests to greylockecho@yahoo.com

With the presidential election of 2008 fast approaching, candidates like Rudy Giuliani, Mitt Romney, and Hilary Clinton have become household names. Ultimately, the race for the White House will be between Democrats and Republicans, but before that can happen, each party

must sort out who it will choose to support.

Ultimately, each party will have a convention where thousand of delegates will vote on who to send out as their candidate for the presidential election, but getting that far is complicated. Each state must first choose delegates to send to the convention.

Usually, instead of voting on delegates, the people choose a ballot for either the Democratic or Republican party and vote on whichever candidate they like the most. Whomever receives a majority will have some or all of the delegates of the state bound legally to vote for him or

her, although in most states there will be delegates bound to vote for several different parties or candidates. Some states, like Iowa, have a caucus instead, where the people of a state meet in set "precincts" and vote to elect delegates to a state convention, where those delegates elect delegates to the conventions. In fact, if enough delegates are bound to vote for a certain candidate, the nomination can be secured before the convention even starts.

The primaries are not far, with the first being January 3rd in Iowa, and campaigning and political mudslinging has reached a fever-pitch. Several states receive special attention from candidates, especially our neighbor New Hampshire, which is regarded as an almost must-win if a candidate is to win the nomination or even the election. The state is noted for how diverse it is its peoples choice of

party: a healthy third of the voters are undeclared independents. Hoping for re-election after one term, Lyndon B. Johnson famously withdrew from the running after receiving less than a majority of the delegates.

The implications for this election are exciting and varying: candidates that had previously been forgotten and unsung could suddenly in a days time become front-runners. Otherwise, candidates with shaky platforms or who lack appeal on certain issues could plummet to the bottom of the race. Candidates like John Edwards, who ran along with John Kerry in 2004 for Vice president, or John McCain for the Republicans are hoping for a boost back into the race from the New Hampshire primary. The upcoming primaries will give the earliest signs of where the nominations each party are headed and should be watched closely.

SWEARING

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sor in Ohio and at MCLA and he calls it normal behavior. "Be prepared to hear it, and think about how you are going to react," he said.

"As soon as children learn how to speak, they swear," he said. "You just have to realize that. Children start swearing before they go to school." By five, they have a vocabulary of 20 to 30 swear words used. "They are not picking picking this up at school and they're not picking it up on television and they really are not picking it up from any form of media. They are picking it up from their parents, and their peers and in their backyard."

The notion of states which promote abstinence only education programs have seen increases in the rates of teen pregnancy, said Jay, and DARE programs have no appreciable effect on alcohol or drug use.

"But colleagues I know who make a big point of that, get their funding cut off."

Youth are "in a very competitive academic environment where you are supposed to cooperate as a group, so it is very clear that people are competing against each other, there is also the whole culture of interscholastic competition and competition within the school. These kids are in an environment where there is a lot of conflict going on and to them swearing is what everybody else does and if you didn't swear you would be the outcast, you would be the nerd." So, says Jay: "Why wouldn't they swear -- they don't have any power, nobody listens to them, nobody cares what they do. They have a struggle with authority both with their parents and teachers and outside authorities -- and swearing is made for that. Slang is made to defy authority."

If you have a high-speed Internet connection, download an MP3 podcast of Dr. Jay's remarks (after an announcement by PTO co-chair Lisa Hiley) by clicking on this URL: <http://tinyurl.com/382osc>

The Greylock Echo

The Mount Greylock Echo is the student newspaper of Mt. Greylock Regional High School in Williamstown, Mass. Published monthly during the academic year, each issue is developed and edited by a team of editors and writers. Any Mt. Greylock student may join the staff, attend meetings and submit articles.

Next issue:
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Deadline:
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Staff meeting:
Thurs., Jan. 3, 2007

Staff meetings, open any to Mt. Greylock student, are held at 2:30 p.m. in Mr. Niemeyer's Room (54)

Issue Editor
Shannon Young

This month's Staff
Shannon Young, Evan Grillon, Sean Peltier, Nick Fogel, Chris Densmore, Matt Baker-White

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NEWS

School store opens; more products coming

By The Echo Staff

Special-needs students at Mount Greylock, with the help of their paraprofessionals, have helped bring back a school store in the senior-locker corridor that is open during lunch hours on Tuesdays and Fridays. Volunteer assistants are welcome.

The School store has been 'on our minds' for a few years now," paraprofessional Mary Angelo-Roberts said in an email to *The Echo*.

It was thought of as a way for the special-needs students to gain skills, be immersed into their school population, while doing something for the school community.

"It was thought of as a way for the special-needs students to gain skills, be immersed into their school population, while doing something for the school community. We're providing a service that many have hoped to see again -- the opening of the MGRHS School Store."

Angelo-Roberts said Ms. Tattersall's second-period business class looked at re-launching the store as a real-time opportunity to assist, learn and research, while providing hands-on support to the store. Among those assisting students in running the store are paraprofessionals Niki Roberts and Joshua Hunt.

"This has resulted in a win, win situation and forging a lasting partnership within



Staffing the revitalized MGRHS school store last wee are, from left, student A.J. Schlesinger, plus paraprofessionals Niki Roberts and Joshua Hunt.

the school," Angelo-Roberts said. "Some of the hot items sold by the store are: ATOMIC hot fireballs, Chocolate covered pretzels, Chocolate Spirit pops, MG Lanyards, MG pencils, MG pens, assorted jewelry, MG sports magnets, red & white beaded pins, pompoms (use them at all

school events), MG silicone bracelets, and misc. seasonal items."

Incoming soon, according to Angelo-Roberts [maryar@aol.com], will be Mount Greylock-labeled water bottles, coffee mugs and sports bags.

"We would like the students to know we

have a suggest box, and welcome all suggestions," she wrote. "The business class helps research and provide constructive input to any new items we are buying or considering. Also, keep checking! New items are arriving all the time. It takes time to build up an inventory of items..

PAYNE

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so that everybody gets the same treatment as they come through the door. That is a struggle though because, when we deal with a student and hear their side, we can't speak with others with regard to what the consequence was.

Echo: To clarify for the student population, what is the process a student must go through to appeal a disciplinary action?

Payne: Well, every student in the building is protected by "due process," which protects students from an overzealous administrator or disciplinarian who hands down a suspension for trivial things. The process consists of informing students of what is going on, giving them the facts

as we understand them, giving them the opportunity to respond, and giving them an explanation as to why the consequence is given. A student also is protected such that, if he or she feels that [the consequence] is overly tough, he or she can appeal it. I encourage students to, if they have an issue with [a consequence], to come back to me and express their concern. In most cases where a student asks for an appeal, [the process] is relatively straightforward. He or she needs to notify the superintendent that he or she believes that the discipline does not meet the action and would like to appeal it.

Echo: If given the opportunity to choose, would you prefer to serve as a single principal or as a co-principal?

Payne: As a teacher who, originally, was interviewed and hired to be an assistant principal, I really saw myself as being an assistant principal for a long time because I enjoyed working with just kids all day long. However, once you cross over to the principal side, you obviously have to deal with teachers and staff more. I can honestly say that I love working with Mrs. Kaiser. She brings experience in the Middle School which I don't have. I also think we have two different styles of management and she complements me and helps me in areas where I need help.

Echo: Do you believe the school-wide perception of you has changed since your move from teaching to administration?

Payne: It was very difficult being assistant principal at first because a lot of the students had been taught by me in the classroom. That was hard for me because, often times, when I had to administer a consequence, a student might say, "Come on Mr. Payne. You knew me in the classroom. I'm a good kid," and try to persuade me otherwise. It was clearly hard for some students to see me in a different position. However, I think as I have stay in the position longer -- now no one in the school has had me as a teacher -- more and more folks just see me as an administrator.

Echo: What, so far as you have experienced, has been the worst disciplinary infraction you have encountered as a disciplinarian?

Payne: I think that would be anything that has to do with drugs or weapons in the school for which the suspension amounts to over 20 days. Those would have to be the worst.

Echo: How many times has such an infraction occurred in your five years in a principal role?

Payne: Less than 10 times; but I couldn't give you the exact number.

Echo: What has been the most creative punishment you've doled out?

What usually happens is that the custodians come back to me and inform me that the students are great workers. It's always nice when someone who gets in trouble with me, goes out to do work and is completely respectful and responsible with the custodians.

Payne: Probably some type of community service like students' helping custodians either move stuff or paint stuff. What usually happens is that the custodians come back to me and inform me that the students are great workers. It's always nice when someone who gets in trouble with me, goes out to do work and is completely respectful and responsible with the custodians.

Echo: Do you believe in completely equal disciplinary treatment based on strict adherence to the school rules or do you prefer to grant some leeway to students with clean disciplinary records?

Payne: I try to balance factors such as the student's perspective and the adult's perspective when reaching decisions about consequences. At the bare minimum, I try to always hear both of those sides. I honestly try not to factor in the "good kid"- "bad kid" argument. There are honors students who make horrendous decisions and there are students that everyone thinks are bad who are actually fairly respectable. More likely I will ask myself whether a student is a "frequent flyer" in my office; I do believe consequences should be progressive. In my personal opinion, suspension is a blunt tool. The idea of removing a student to help them learn only seems to be an appropriate in a few cases.

Echo: Is it ever a struggle to remain objective when deciding upon disciplinary action?

Payne: Absolutely . . . Absolutely. I struggle a lot with what some people may see as the easy ones that seem so concrete. I would be really concerned with any principal who claims that he or she never struggles with objectivity. I think you have to. You always have to remember this is a student who made a mistake and take into account what he or she will learn from it.



Members from Schenectady Community College's Avanti Wind Quintet Performed for Mt. Greylock students in late November.

SPORTS

The Greylock Echo

Peltier plays Plimpton -- and gets hooked on lacrosse

By Shaun Peltier

When writing this article I decided to hearken back to what first inspired me to write -- the works of the late great George Plimpton. Plimpton was a writer best known for his unusual reporting methods.

Plimpton spent much of his career writing sports, yet he took sports writing to another level. He pitched to the national league all stars, he boxed Sugar Ray Robinson, golfed with Arnold Palmer, worked out as the Boston Bruins backup goalie, and most famously participated in both preseason practices and scrimmages with both the Detroit Lions and the Baltimore Colts.

Many readers may not be aware the Mount Greylock Boys Lacrosse team is attempting to obtain varsity status this spring.

Last year the fledgling team, comprised of a few seasoned players and a number of newcomers, went all the way to the Berkshire County championship game, falling in double overtime to Lee. In Plimpton style, I decided to see what the appeal of the sport was and joined a few members of the league in two indoor games recently.

I arrived at the dome that houses Greenfield's indoor-action sports with only the faintest knowledge of the game developed at two brief informal practice sections earlier that week -- and some assurances that the league was not full contact.

As I and my teammates took the field I couldn't help but have a better feeling about this game. This feeling was confirmed when we scored just seconds into the first half. We trounced the Putney, Vt., team, and in the second half I scored my first two goals. I was hooked. I discovered that lacrosse is a highly addictive game, not all that hard to comprehend, but very difficult to be good at.

The evening's first game against a team from Keene, N.H. was a baptism by fire, I discovered just how hard both lacrosse balls and sticks are, and that hitting someone in the head with your stick is not legal.



The latter I discovered after being called for something like my twelfth foul. The opponent I'd been marking took offense at my repeatedly blows to his head (who wouldn't) and decided to disregard the no-contact rule.

I discovered just how hard it is to breath when an opposing player runs full speed into you with his head aimed straight at your stomach while you are in mid-air. All I can say is that should anyone ever say they trust me as far as they can throw me, I can reply that I can be thrown right around eight and a half feet.

Last year high-school lacrosse was organized through the Berkshire County Lacrosse Association, an independent organization that funded, and organized a league with five boys' teams (Mt Greylock, Pittsfield, Northern Berkshire, Lee and Wacohnah) and one girl's squad (Greylock).

The organization involved over 150 high-school athletes, 75% of whom would not have played a different spring sport (baseball, track, tennis), though the league was not school, or MIAA sanctioned, the teams followed the same rules in anticipation of upcoming integration. The league managed to independently fund all the teams and provide funds for Officials, uniforms, trans-



portation, insurance, equipment and coaches salaries. In 2008 the league will grow to include six boys teams and four girls squads. The league also organized skill clinics to further develop young players. And a youth program the included 300 youngsters in '07 and is expected to have at least 500 participants in '08. Overall lacrosse's addition to the county's varsity sports rosters would hopefully have a minimal financial impact on the schools' finances, but would allow both postseason participation and easier field access. As an avid Greylock sports fan I recall crisp fall nights spent in the stands at a home football or soccer game.

The best, loudest, and smartest fans in the county screaming their lungs out in support of their classmates. Imagine if you will the same scenario on a Friday night in April under the lights on the varsity football field. Though only a pipe dream now, hope burns eternal that that could one day be a reality. But it will never happen without support from Berkshire county students, athletes, parents and administrators.



Make reservations for drivers' ed starting Jan. 14

Dave's Driving School, Inc., will be offering Drivers' Ed classes at Mount Greylock beginning on Monday, Jan. 14, and ending on Monday, February 4. Classes will be held Monday, Tuesday, Thursday & Friday from 2:30 p.m. - 5 p.m. The cost for the classes is \$60.

Classes will run with a minimum of six students and a maximum of 30 students.

Please contact Michele Conroy at Mount Greylock at 458-9582, Ext. 149, to sign up.

Soccer strength

PHOTO AT LEFT: The combined boys and girls soccer teams at Mount Greylock, pictured after Western Mass. contests at Westfield State College during November.

WILLIAMS

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trict has received," Supt. William Travis said in the announcement, adding: "Unlike a grant, which has a fixed purpose and funding cycle, the center's guiding principles will help bolster our teachers' instructional strengths, expose our students to new intellectual opportunities, and enhance the resources needed to help all our students meet high, rigorous goals."

College President Morton Owen Schapiro said the effort to better connect Williams faculty, staff and students with Mount Greylock would help the public school realize a "fuller potential, to the benefit of both institutions." White will coordinate the educational collaborations that already exist between the school and the college, develop new ones, and ensure that center activities focus on enhancing the school's mission.

The college said principles guiding the center will be that it:

- Benefit all students at the school
- Focus on core academic skills
- Accent the excitement of teaching and learning those skills
- Engage all relevant school faculty
- Engage as many college students, faculty, and staff as possible
- Start by coordinating current efforts but with an eye to growing them
- Result in no financial burden on the school.

Strengthening the relationship between Williams and Mount Greylock was among recommendations in a Dec. 4 final report of the school's Long-Range Financial Planning Subcommittee.

White has served as co-founder and co-director of Where'd You Learn That?! and as co-director of Adventures in Learning, an after-school enrichment program at Williamstown Elementary School, supported by Williams and taught mostly by the college's students. She also coordinates the college's involvement in the federal programs America Counts and America Reads, through which more than 50 Williams students work in local schools as tutors and teaching assistants.

At Williamstown Elementary she has directed the summer program and co-directed the before-school language program and she has served as interim administrator of the Howard Hughes Science Outreach Program, through which, among other things,

40 Williams students serve as teaching assistants at elementary schools in Williamstown and North Adams. She has served also as a member of the Williamstown Elementary School Committee.

In its statement, Williams said Mount Greylock now makes use of several college facilities, including for science labs and athletics, and the college passes on to the school equipment it no longer uses, such as computers. School science faculty work with college faculty in the summer to prepare labs for school courses and Mount Greylock students are eligible to take part in science research at the college in the summer, the college said.

Beside the tutoring relationships, qualifying Mount Greylock seniors are eligible to take one course each semester at Williams for free.

As part of the college's program of Olmsted Awards, Mt. Greylock each year receives \$5,000 to grant faculty for professional or curricular development.

Williams has also donated funds to the school in support of specific projects, including the purchase of student information software, professional support for the recent superintendent search, and outside consulting for efforts such as coordination of math curriculums at Mt. Greylock and feeder schools.