

The Greylock Echo

Winter Edition

Mount Greylock - Williamstown Mass

February 25, 2021

Greylock to Begin Covid-19 Testing

By KRISHIV MALHOTRA AND MACKENZIE SHEEHY

On Thursday, February 25th, the Mount Greylock Regional School District will begin pooled Covid-19 testing in an effort to make in-person learning a safer option for students. Testing has already started on staff members.

While a testing program has been a major request from many staff members and families within the community, it was not previously something the district could afford long term. However, after the Department of Elementary and Secondary Education (DESE) announced several testing partnerships a little over a month ago, the district now has options that they can pursue to finally make this available to the community.

The school district will receive funding for the program from the Shah Family Foundation for six weeks as part of DESE's pilot program. After that, the district will use federal Covid-19 stimulus funds to cover the costs.

Mount Greylock Regional School District Business Administrator Joe Bergeron said, "Previously it was not financially possible for us, but this program is one we think we can tackle financially."

At Mount Greylock, testing will take place once a week at the start of each student's science class. At this time, testing will be optional and families can select whether or not they wish for their child to participate in the program. The testing at the school will be self-administered with adult supervision. When students are in the building, student testing will occur in the classroom or in the hallway. The administration is trying to make sure that the process is efficient so that it "minimally disrupts the already fairly short in-person periods that students have," according to Bergeron.

When students are first starting that science period, each person will receive a swab in an individual package and the teacher or a staff member will observe the process. "Each student will open up the package, pull their mask just below their noses, circle inside of each nostril four times, put the swab into a test tube, pull the mask back up, hand sanitize again, and done," said the district Superintendent Dr. Jason McCandless.

The school nurse or another staff member will then collect the test tubes, put the caps on and take them away. "It should only occupy the first couple of minutes of any class," said Bergeron.

The tests will then be taken via courier to a lab in Boston for completion. The district expects results 24 to 48 hours after testing occurs. The initial tests should be fairly accurate in a pooled testing environment, according to McCandless.

If a school has a positive case, the state has provided the district with a second testing tool called a Binaxnow that will be used by one of the school nurses. The actual testing component is just like the self-administered ones -- a gentle swab up a student's nose. However, by utilizing this special testing kit, the school can have the follow-up test result in 15 minutes. If the second test is positive, the school will then decide how to proceed based upon the number of potential contacts and risk that is posed to other members of the community.

One issue will be how quickly follow-up testing can occur. If the results come back while the student is still hybrid, they can do the follow-up test during the school day so there will be no disruption. If the student is at home for the rest of the week in the remote setting, the nurse will have to schedule a separate time for the person to be tested.

However, a single positive case would not necessarily shut down the school and force a return to the fully remote model. "A single positive case could shut down the school depending on the circumstances and spread potential, but it would not dictate or force the school to be closed down," said McCandless.

While positive cases are a possibility, the district hopes they will be rare. In this scenario, the district is testing people out of precaution instead of testing those who think they are sick or are displaying symptoms.

Bergeron said, "Within pooled testing programs, the administration is testing people who are asymptomatic. The probability that a student will get a positive test result is very low. We are testing a very healthy population just to screen to see who we might need to let know that they are positive."

Students that chose to be fully remote will get tested on Tuesdays in the cafe from 2:30-3:00. This is also when staff members will receive tests.

Continued on Page 9

1 in 650: An Interview with Nick Duda

By LEO ROSSITTER



Photo courtesy of Nick Duda

The Echo sat down with Senior Nick Duda to discuss working a job as a high school student.

Echo: Tell me a bit about your job. Is it difficult to work while also being a student at Greylock?

Nick Duda: Right now I do Doordash and deliver hay but I've had a few jobs in the past. It's difficult to be a student at any high school and have a job. I think being fully remote has made it easier for me to balance my academics and my work. Since I live in Lanesborough, I would usually leave for work at 3:00, but since I am now remote, I can leave at 2:30.

E: Does Greylock encourage students to get jobs? Do you feel supported by the school?

ND: Greylock definitely understands that many of their students work a lot. But some students fail to recognize that many of their peers have jobs to support either themselves or their families. Everyone's financial situation is different.

Continued on Page 4

Alumni

Interviews

Lucy McWeeny chats with four former Greylock students
See Page 7

Turf Update

The Williams Capital Gift Five Years Later
See Page 3

"Fall 2"

Julius Munemo interviews Coach Von holtz about the status of "Fall 2"
See Page 11

A Bite at the Breakroom

Gabe Gerry tries out a local breakfast spot
See Page 13

NEWS

An Overview of January “Zoom Bombing”

By CLARA MCWEENY

Following a racist “Zoom Bombing,” the Mount Greylock administration, along with the Williamstown Police Department, opened a police investigation into the incident. The impersonator has since been identified. Below is an overview of the incident as well as the steps the Mount Greylock administration has taken to combat future such events.

On Thursday, January 21st, at 4:56 pm, Mount Greylock Principal Jacob Schutz released a school-wide email containing information about a racist “Zoom Bombing” that occurred during an online class.

The email came almost four hours after the school alerted the community of the incident through the Mount Greylock Twitter account.

The email had a link to an incident report, as well as a statement from the administration saying, among other things, that “Racist actions have no place at MGRS.” The report said that “During a high school Zoom class, an incident occurred involving an unknown student impersonating another student already in the class.”

The report then outlined the details of the event: “By most accounts, while the class was wrapping up, the unknown student unmuted himself to allow a song to be heard by the entire Zoom class. The song involved the lyric ‘f**k the (n-word).’ The imposter was let into the Zoom room as students were taking a self-guided midterm. The impersonator was let into the room -- with their camera off -- during the first half of the class after the teacher assumed they had accidentally been kicked out. According to the report, the music played for around 30

seconds at the end of the class. During that time, the teacher made multiple attempts to mute and remove the impersonator, but failed to do so.

The report said that because the incident occurred towards the end of class, most students were logging off or had the class silenced to stay focused on the exam, so did not hear the music. The teacher did not address the class before it ended. The student whose name the imposter had used to gain access to the Zoom did stay after to tell the teacher that it was not them playing the music. Vice Principal Colin Shebar and a school counselor followed up with the victim during the next period.

That evening, the school notified the Williamstown Police Department of the incident to begin a formal investigation.

In the following week, the incident was brought up at a special meeting of the School Committee. Chair Christina Conry opened the meeting by acknowledging that while community members may be looking for more details on the incident, the district could not provide any more information at the time due to the involvement of law enforcement.

Conry then read a statement from the School Committee. “In some ways, we live and work in an idyllic area, but we are not immune,” the statement read. “We are not immune to the kind of hate that was perpetrated against our Mount Greylock student and we must not be complacent in its face.” At that same meeting, the committee voted unanimously to reaffirm an anti-racist resolution passed in October.

Then, on Saturday, January 30th, the district

announced that the “Zoom Bomber” was a student from another district. Superintendent Jason McCandless released a letter stating that “Mr. [Jake] Schutz was emailed an apology from a student in another school district who is taking responsibility for their own action of impersonating a Mount Greylock student online and playing music with highly offensive lyrics containing a racial epithet.” McCandless said that local school authorities would have the opportunity to hold the student accountable.

McCandless shared quotations from the student’s letter, including “I now realize how bad, unacceptable, and disgusting my actions were. It was never my intention to hurt or make anyone feel targeted,” and “I am especially sorry to the student who felt targeted and hurt by my decision. It was never my intention to make someone feel targeted or hurt.”

Because the incident was perpetrated by a non-Mount Greylock student, the Mount Greylock administration is confronting an increasing number of questions surrounding digital security and Zoom classes.

“School officials will continue to seek how the student from another district had one of our class links, and the school has instituted further security protocols to keep this from happening again,” McCandless wrote in his letter. Quin Repetto outlines the new protocols in his article titled “‘Zoom Bombings’ Trigger new Security Protocols.”

The findings that the imposter was a non-Mount Greylock student also raised questions about what disciplinary action Mount Greylock

Continued on Page 14

Newly Approved MOA Leads to Return to Hybrid

By LUCA HIRSCH AND LUCY MCWEENY

On Thursday, January 28th, a newly modified Memorandum of Agreement was approved by the Mount Greylock School Committee. After negotiations between the School Committee and the Mount Greylock Education Association, the section of the MOA outlining what Covid-19 metrics to use to determine a return to in-person learning was modified.

Originally, the MOA had outlined the use of Berkshire County metrics to determine when the district would go to a remote or hybrid learning model. If the county’s two-week Covid-19 positive testing rate was above three percent, the district would switch to a remote learning model.

However, this modified MOA now uses town metrics, placing more of an emphasis on the local metrics. Jason McCandless, the Mount Greylock District Superintendent, said, “We really just felt we needed something that was a little more customized to the town of Williamstown and the town of Lanesboro, rather than a big broad brushstroke of the entire county.”

As the Superintendent, McCandless has played a large role in the negotiations that led to this modified MOA. He mentioned that these discussions are not new, and that they have been

happening ever since the original MOA was put into place at the beginning of the school year.

“A group of folks from the administration and School Committee were meeting once a week to talk about whether the metrics were really meeting the needs of our communities,” said McCandless.

The modified MOA uses new local metrics to determine when it is safe to return to school, but it also relies on a special committee that has the final say. This committee, titled the Joint Labor Management Committee for Health & Safety (JLMC), is made up of six voting members. Three are members of the administration/school committee and the other three are union representatives from each of the school’s three districts. Two local health officials are also a part of the committee to advise the voting members and provide information about the local metrics and cases.

Although the metrics will play a major role in the decision making process, the JLMC can ultimately overrule the metrics, as they have the final say in whether or not the district will be remote or hybrid. If the towns of Lanesboro and Williamstown are ruled as “yellow” or better, the district will be in-person, but the commit-

tee can overrule that with a two-thirds majority vote.

If, for example, Williamstown is “red” but the majority of the cases are confined to one place, such as a retirement home, the committee could theoretically vote to have students in school. “The metrics really drive it, but then we do have the committee that can interpret the metrics and go above and beyond them,” McCandless said.

Joseph Bergeron, the Business Administrator at Mount Greylock and a committee member of the JLMC, said, “The committee will give us a chance to have a very detailed conversational look at what’s happening, and try to make that kind of call more locally.”

As caseloads and metrics have changed over time, the union and the school committee felt a better decision making process was needed that was more specific to the towns. McCandless said, “I think what really drove us is the governor came out early on with some color coding related to individual communities that the union wanted to take a look at.” From there more specific negotiations started, and eventually led to this modified MOA.

The original MOA that was decided upon in August did not call for the JLMC.

Continued on Page 9

NEWS

The Williams College Capital Gift Five Years Later: *School Committee Moves Ahead With Title IX, ADA Improvements; Tables Turf Field and Track*

By CHARLIE MCWEENY

The Mount Greylock Regional School Committee approved the use of approximately \$700,000 for improvements to the softball field and hard-surface paths to all playing fields, which will bring the school into compliance with Title IX and the Americans with Disabilities Act (ADA). The Committee elected to hold the remaining funds of the Williams capital gift in the college's endowment, which historically has a 9% year-over-year return, in hope of using the additional interest to fully cover a synthetic turf or natural field, a one-million-dollar reserve, and possibly a track in the coming years.

The approved ADA work includes walkways to each of the playing fields and a section of the trails, as well as a small parking area closer to the fields. Athletic Director Lindsey von Holtz called the improvements "long overdue" and "more inviting for those coming to watch events on campus." School Committee Chair Christina Conry said these improvements were "vital next steps in the overall upgrade of the school building, fields, and campus."

Work on the softball field will include moving the Varsity field to where the current Junior Varsity field is. In addition to new infill and improvements to the physical field, dugouts and a scoreboard will be constructed. After renovations are completed, the Junior Varsity Softball Team will use what is currently the Varsity field.

Von Holtz said "changing the location of that field will help make those adjustments possible without having to adjust the property too much and also allow both the Varsity Baseball and Varsity Softball fans to access the new parking area when necessary."

Funds for these improvements will be drawn from the Williams College capital gift, a five million dollar donation the college gave Mount Greylock to cover costs associated with the new school building that the Massachusetts School Building Authority would not reimburse.

Williams gave that gift in February of 2016, but held it in their endowment, where it grew to over 6.8 million dollars. 3.3 million dollars of that gift has been used, including 2.5 million for the multipurpose building that lies to the South of the school, leaving about 3.6 million in usable funds.

At their January 14th meeting, the School Committee received estimates from Perkins Eastman on a cost for Title IX and ADA compliance, a turf field, and a track. The estimated cost for the Title IX and ADA upgrades, which are legally required to be completed by April of 2022, as well as a synthetic field, amounted to 2.6 million dollars. With lighting at 360,000 dollars and a track at 685,000 dollars, the total cost of the project would be close to 3.6 million dollars. Spending the remainder of the capital gift on this construction would leave the Committee without the one million dollars they hope to keep in the endowment for unexpected repairs to the school, like new boilers or roofing, which would alleviate some of the cost

from taxpayers.

Faced with the April 2022 deadline for Title IX and ADA compliance, School Committee and Finance Subcommittee member Carrie Greene proposed completing the "ADA and Title IX [upgrades]. Doing that now and waiting perhaps a couple of years to do the track in the near future, say two years down the road." Joe Bergeron, the District's Business Manager, estimated that if the Williams endowment continues to grow at its historical rate of nine percent a year, the remaining 2.9 million dollars in the gift (after the 700,000 used for Title IX and ADA compliance) would grow to about 3.5 million dollars.

However, the future cost of construction for the turf and track may actually be higher than the current cost, said Dan Colli of Perkins Eastman. According to Colli, the Committee can expect about a four percent year-over-year increase in the cost of construction. Based on this assumption, and taking into account an average inflation rate of two percent per year, it may take longer for the remaining funds to both reach the value needed for the full improvements while still setting aside the one million dollars.

Based on estimates calculated by The Echo, the growth of the fund will surpass the increased cost of construction of a synthetic field, lighting,

a track and the one million dollar reserve in 5.3 years. Cutting the track from these plans brings that time frame down to under two years. These are, of course, only unofficial estimations, and the return on the Williams endowment may be higher, or lower, each year. In response to questions from the Echo, Conry said "The timeline for major improvements, such as the addition of a synthetic turf field and track and field facilities, will be largely determined by how quickly the Williams College gift grows over time and the costs of improvements and additions at the time."

School Committee member Julia Bowen seconded Greene's motion to move forward with only Title IX and ADA improvements. "When I opted for this at the last minute, it was with--apparently now we know--pie in the sky hopes that we could have it all. Since we can't, this is an opportunity to move forward without the field or the track and take the time to really develop that financial plan, strategic plan."

Bowen also suggested that the extra time might give the committee a chance to reexamine their decision to push a synthetic turf field over a natural grass one. "Knowing the true expense of turf, this might be an opportunity to step back and look at the cost of a grass field, and get that side by side comparison."

Bowen, addressing concerns from fellow

Continued on Page 10

Project 351 Ambassadors Announced

By LAURA DUPUIS and ANDREW PETROPULOS

This winter, Mount Greylock announced their Project 351 2021 Ambassadors: Charlotte Holubar, Mia Filiault, Katherine Goss, and Noah Klompus. Project 351 is a dynamic group of eighth-graders selected to represent each of the 351 towns and cities of Massachusetts. This selected group works together to better the state as a whole by way of community service.

Their core values include kindness, compassion, humility, and gratitude.

"Project 351 helps your school community and your town. They help provide charities, ideas, connections, and motivate you to be a leader, supporter, and a helper," said Lanesborough representative Charlotte Holubar.

Project 351 began about nine years ago. In 2011, Massachusetts State Governor Deval Patrick ran on a platform of community and youth development. When Carolyn Casey formed the concept of Project 351, Patrick quickly embraced her ideas.

Since 2011, 3,753 ambassadors have been chosen to represent and lead their communities. In just nine years, the project has positively influenced 979,998 Massachusetts citizens through ambassador-led projects, such as the Massachusetts Military Heroes Fund and the Greater Boston Food Bank.

This Valentine's Day, for example, the group provided meals and comfort items for the Elizabeth Freeman Center in North Adams.

While Covid-19 has made community service more difficult than it has been in past years, Holubar and others remain dedicated to making a difference in the community.

"I wanted to make a difference and help other people that I typically couldn't," said Holubar. The group has plans for much more in the future.

The goal of Project 351 is to give young people the opportunity and platform to make change happen. Too often, students aren't given the resources or help to transform their community, which is the main reason Project 351 was initiated back in 2011.

"I always knew that there was a leader inside of me, but it wasn't until Project 351 that I felt the confidence to explore that part of me," said Alumni Leadership Council member, Elizabeth Hopkins.

Since 2011, countless people have been helped by Project 351. From developing hundreds of food pantries to leading the Martin Richard Foundation, the young people of Massachusetts have changed the community by way of Project 351. ♦

NEWS & FEATURES

1 in 650: Nick Duda

Continued from Page 1

E: How much has it affected you academically? Do you think more high schoolers should have jobs?

ND: I would say that working hasn't really affected me that much academically. I've basically always had a job during high school and have gotten better and better at balancing my school work and my actual work. I think that anyone that wants extra money or wants the experience of working should have a job. But everyone is different and not everyone wants or even can have a job.

E: Is working during Covid different than before the pandemic?

ND: Since I pick my own hours for both of my jobs, when I get let out of class early, I can sometimes manage to start working during the school day and come back before my next class. Before Covid-19, I would never be able to do this since we were in person. Covid-19 has definitely made working more stressful because there are now so many more things to worry about. But everyone is experiencing the pandemic and everyone is doing their best.

E: Lastly, what motivates you to work?

ND: I work for the same reason that everyone does: money. I am trying to save as much money as I can before I go to college so I will hopefully not have to work as much as I do in high school. I want to focus a lot of my attention on my college courses which is the main reason I am working as much as I can now. ♦

Cheating Under Remote Learning

By MOLLY SULLIVAN

While Greylock was remote for almost three months, teachers were forced to adjust their teaching style in many ways. Tests and assessments raised the most issues. What platform should teachers test through? How do you work around cheating? *Can you work around cheating?*

Eighth grade science teacher Susan Strizzi said her tests and quizzes are closed note. Canvas allows her to lock her tests, but Strizzi said if she has to unlock it for a student who missed the test day, other students might try to take it again.

Strizzi keeps her students in Zoom during tests, but some students turn their cameras off. Strizzi admits that students could be using their books.

"I think it takes some of them a long time just because they take a long time to process. Others, I think it takes them a long time because they're looking the answers up, but I don't have any proof of that," Strizzi said.

Strizzi also said that students cheat while completing the homework that stems from the textbook.

"It's painful when I'm grading classwork and it's really just for participation, so I'm not even grading it for correctness, just if they did it," Strizzi said. "They're putting all this stuff that doesn't even have anything to do with what we're talking about, because they just googled the answer...And you can tell because the font's different and it's not in their voice...Why are you doing that when I told you to read it, and it's right there in the book?"

Ninth grade history teacher Patrick Blackman said he gave "traditional" tests at the beginning of the year, but has now shifted his method.

"It seemed to me that I was creating situations that were encouraging kids to cheat, and I don't feel like that's what I should be doing, and I don't feel like it's a good position to put kids in. So I changed my way of doing it," said Blackman.

Blackman said he gives open book reading checks while the students are in Zoom. That way, students can ask questions, and Blackman knows they are covering the book content. Then, they look at primary sources and have open response questions based on those. Blackman said it's "far more writing" than what he assigned his classes last year.

"In that sense, we keep engaging the content and the curriculum without worrying about trying to figure out who's cheating," Blackman said. "That just doesn't seem like an appropriate approach to me right now."

Blackman said when he was giving tests in the fall, there wasn't a lot of cheating, but enough to make him change his approach: "I was creating a situation in the current environment that was offering the temptation for cheating."

Blackman, similar to Strizzi, uses Canvas to administer his test and keeps his students in Zoom. If he assigns a writing piece, he lets students work asynchronously. Blackman also shapes his class so that every student can finish all of their work during class time. "I hope that it's working out for my students," Blackman said. "I think it's working out okay."

The Echo spoke with six students about their experiences taking tests while remote. Out of the six students, three said they have cheated on tests and quizzes, while the other three said they haven't.

Continued on Page 10

SEE Fund Awards \$34,000 in Grants

By LUCY IGOE

This year, the SEE (Sustaining Educational Excellence) Fund awarded fifteen different grants totalling over 34,000 dollars to projects and activities at Mount Greylock Regional School. The SEE Fund has also set aside an additional 5,000 dollars so that "people can think outside the box and come up with ideas... and then reach out to Mr. Schutz and not have to go through a long application process to get money" said SEE Fund chair Chris McAlister.

Former Principal and middle school history teacher Mary MacDonald received a grant to bring alumni speakers to Mount Greylock. At the beginning of the school year, Librarian Liza Barrett initiated a similar program titled Zoom around the World, which brought Williams College students in to speak. MacDonald's goal is to create opportunities to hear from Greylock alumni with diverse backgrounds and to share those stories with the student body.

This is the second time MacDonald has received this grant, the first being two years ago. The speakers this year will be Earl Edwards '06, Demaris Bailey '04, Elianny Camilo Edwards '07, Anthony Bellmon '08 and Gina

Riggins '09. They will talk to students during directed study for about half an hour and then do a question and answers session. The speaker series will start as early as March.

"It's critical for us as a school to create opportunities for Greylock students to hear the stories and experiences of diverse people. And when I say stories I'm talking about the stories of their accomplishments," MacDonald said. The speakers are diverse in ethnicity, race and careers. It will help students listen to people with different experiences.

Barrett and gym coach Lynn Jordan received a grant to help bring back the Pep Club. "In a pandemic it's really hard to build community when only half of the students are in the building, so Principal Jacob Schutz pushed us to bring back the Pep Club to inspire school spirit and fun," said Barrett.

The Pep Club recently started sponsoring events and they even had a virtual spirit week. It has become less like a club with meetings and more for the entire community. "We know students are tapped out right now and so we wanted to motivate them to participate," said Barrett.

Community member Andrew Art asked for a grant to help create a curriculum development team guided by Heather Bruegl, who is the Director of Cultural Affairs at Stockbridge Munsee Community. The team will meet from January to June 2021 and will create high school and middle school units on Mohican culture, history and homelands. The goal is to have classroom lessons, resources and books as well as field trips and speakers ready for the 2021-2022 school year. The course will help fill a significant void in the educational curriculum with authentic, culturally respectful lessons about Mohican culture.

The Berkshire Museum education staff partnered with business teacher Lisa Mendel and received a grant to lead a semester-long virtual program where students become familiar with pieces from the museum's collection, respond to curated objects with their own work, and create renderings of the gallery space and layout their exhibitions. The goal is to create individual gallery renderings to virtually display students' work and introduce foundational principles of Visual Thinking Strategies and engage students in observations and analytical thought.

Continued on Page 5

NEWS & FEATURES

AP Exams Undergo Changes

By ALAYNA SCHWARZER

In the age of Covid-19, it seems that we've become accustomed to constant change. Pillars of the academic year - midterms, SATs, spirit week - have all begun to look profoundly different. Another typically dependable institution, the AP exams, will also look a bit different this year.

The College Board has issued a "2021 AP Exam Update," outlining three forms that the exams will take. According to the update, schools are to make the decision about which form will be utilized. This will be up to the student or the class.

The first administration will take place between May 3rd and May 17th and will be administered exclusively in-person at school. This test will only be the traditional paper and pencil AP exam. If you have taken AP exams prior to 2020, this form will be most familiar to you.

The second administration takes place between May 18th and 28th. This window includes half in school traditional tests and half full-length online exams, which can be taken either in school or remotely.

The third testing window is between June 1st and June 11th. This, similarly to the second administration, is available in school or at home. However, the majority of tests given in this period will be digital.

Schools are allowed to work with AP coordinators if they wish to utilize more than one testing window or both in-person and remote exams. In addition to a make-up period after the third administration, both the second and third windows can be utilized as make-up testing periods.

Digital exams, occurring in both the second and third testing windows, cannot be taken on phones. To prevent cheating, each subject test will be given at the same time worldwide, and students taking the digital exam will not be allowed "to return to questions [they've] answered or move back and forth between questions [they] haven't answered," according to the College Board.

If a certain exam is offered digitally in administrations two or three, a pencil and paper format will not be given in the same window for that specific subject.

As exam dates near, more information will become available. As of now, it seems the College Board is waiting until early March to give specific assignments to students in the second or third administrations.

As to what this means for Mount Greylock, guidance counselor Jessica Casalinova said "We are going to wait as a school to make a final decision until we have all of the information we need to make an informed choice."

Although many students feel eager to anticipate the form exams will take this year, it seems like we will have to remain patient for a bit longer. ♦

SEE Fund Awards \$34,000 in Grants

Continued from Page 4

MASS MoCA received a grant to support Mount Greylock's participation in the 2021 Teen Invitational. This year there will be remote and in-person components. Students are brought together to display their art in a pop up exhibition in the MASS MoCA galleries. Students can win cash prizes that increase their school's start supply budgets and teachers can win cash prizes for their own artwork. To help students connect, MASS MoCA will send out blank postcards with the prompt "Make something for this moment." The postcards will also be in the exhibition. A videographer and educator from MASS MoCA will film and document the students works in progress. They will visit Mount Greylock in early spring to document students at work, profile artists and interview teachers. All of these activities will come to an end in a live stream virtual award ceremony in May.

Principal Jacob Schutz received a grant to partner with health providers in order to give teletherapy services to identified students. They will provide remote clinical therapy support, develop treatment plans, provide individual/family therapy sessions and collaborate with parents, SST, other Mount Greylock staff, and outside institutions to assist clients.

Coach John Skavlem and Coach Tom Ostheimer received a grant for equipment to expand the training opportunities for the Mount Greylock girl's soccer teams and give the school's PE program a new activity for students. The grant was for small sided goals and two soccer tennis nets to expand training options. The ability to play on a smaller field gives better play experience for students of varying abilities.

Physics teacher Shawn Burdick received a grant for a set of tools and a supply of generic hardware like screws, washers, nuts and bolts. "This will make it much more straightforward for us to continue providing good hands-on science lab experiences for MG students" said Burdick.

Lynn Jordan received a grant for spray cleaner for equipment in the PE department. "We were using disinfectant spray and towels to wipe everything down before and after students used the equipment, which was not easy and was time consuming" Jordan said. The custodians recommended a different sprayer that is more efficient and makes it easier and quicker to clean equipment. This means that gym classes don't have to end early to clean materials.

Jordan also received a grant for more disc golf baskets so that they can make an eighteen hole course. It is hard to find ways to social distance during gym class but with this course it is easy to get exercise and stay safe.

Peer Team leader Emily Leitt received a grant to help the Peer Team host different activities. Events such as Wellness Wednesdays and game nights enable Peer Team members to talk to students about any problems they might be dealing with.

Music teacher Jacqueline Vinette received a fund to purchase six digital keyboards for piano instruction. The keyboards are useful for performing ensembles and other classes such as enrichment and music lab. They will also be used by chorus students, as they are unable to sing indoors and it is too cold for rehearsal outside. Learning how to play piano will keep chorus members engaged. "As students become comfortable with their skills, it will be great to be able to offer performances for the community," said Vinette.

Science teacher and leader of the Mechanical Mounties robotics team Daniel Louis received a grant to get each student their own robotics kit to work with. The class is a science elective open to all high schoolers. "The purpose is to introduce students to the growing field of robotics and also use robots as a hook to get students interested in the STEM field," said Louis.

Mendel also received a grant to help her organize and put together career fairs. She already hosted Career/Entrepreneur fairs during the mid-term exam days. "We are always saying that we wish there were more jobs for our graduates so they can stay in the area. What better way than to create the job they're interested in here and possibly employ others in our area?" said Mendel. The fairs give students an opportunity to see how their education connects to their career path. The fairs allow students to hear from many different people about the way they found their careers.

Senior Clara McWeeny received a grant to revive the Gemini Literary Magazine. It was a large part of the school in the 70s-90s. Students would submit their creative work to an editorial board and then the magazine would publish a print edition around twice a year. McWeeny plans to run the magazine using the same model. The grant will allow the magazine to be printed twice this year. If people are interested in submitting work or becoming a part of the editorial board, email McWeeny at thegreylock-gemini@gmail.com. The Gemini will accept both creative writing and artwork.

Anyone can apply for a SEE fund grant. The grants are intended to impact a large number of students and the community. Normally the board does a spring fundraiser trivia night, but they are not doing it this year because of Covid-19. The way that the SEE Fund continues to award grants is through donations. "Although the SEE Fund isn't doing a fundraiser this year we always welcome donations and next year we hope our trivia night will be back and stronger than ever before," said McAlister. ♦

Record the news through pictures and words.

Join the Echo Today.

NEWS & FEATURES

Working Parents Adjust to Teaching During Pandemic

By EMMA SANDSTROM and ARTHUR MILLET

The pandemic has made childcare look different than years past and has proved to be a challenge for working parents, including teachers at Mount Greylock. Childcare facilities that typically would be open to the public are closed, while facilities that remain open have limited space.

"Babysitters are nearly non-existent, and other than the Williamstown Youth Center, there are few options" said English teacher Matthew Fisher, the father of elementary school students.

Senior Hannah Gilooly works at the Youth Center, which is open from 8:00 AM to 5:30 PM.

"We typically just play some games and help with homework," Gilooly said.

Fisher is "eternally grateful" to have the Youth Center as an option. Still, though, it can only accommodate a limited number of socially distanced students.

Mount Greylock Spanish teacher Amy Kirby has also struggled to find childcare.

"There were no waiting lists or options that felt safe," Kirby said. "I needed to count on my mother."

The lack of a professional facility has continued to be a challenge. Kirby's mother has her hands full, and not every teacher has the luxury of a family member to take care of their children while they are working.

"My mother had a four year old to entertain, a second grader who needed a lot of guidance on how to get onto Zoom, and also a fourth grader and 8th grader from a different school system -- all online, from different schools, with different systems that she was trying to juggle," Kirby said.

Seventh grade English teacher Alexander

Davis also uses his family to help with childcare.

"My wife and I have been fortunate enough to have family nearby who can help us," Davis said. "We have not returned to childcare services yet."

Given the amount of hands-on learning involved in daycare and elementary school, parents are concerned about the possible spread of the virus through their children.

To avoid this spread, Math and Statistics teacher Lucas Polidoro has taken a different approach with his children to avoid this risk. Rather than attending the hybrid models that most elementary schools in the district have implemented, Polidoro's wife has been homeschooling their two sons.

"My wife has been so gracious to stay at home and home school both of our kids - it helps that she was a dynamic 3rd grade teacher for a few years before we had kids," Polidoro said. "It was one of the best decisions that we ever made."

While school hours are inflexible, Mount Greylock has given teachers the opportunity to remain remote and "Zoom into class" with a substitute overseeing the students in the classroom, and also given them the opportunity to provide asynchronous work as they please.

Davis recognized the work that the Mount Greylock administration has put in to make this possible.

"I think that they are as flexible as possible," he said. "When students are in school, teachers need to be there, but the administration has worked hard to accommodate these strange circumstances by making allowances where they are able."

"I think Greylock has done a decent job here

locally, but in general I don't think schools as a whole support working parents," Polidoro said. "Greylock is the exception."

Fisher believes the school hasn't been flexible for working parents, but attributes this to the pandemic rather than the administration.

"I don't think that's the school's job, quite frankly," Fisher said. "That's what local government is supposed to do, and they are dropping the ball. Our administration has not been flexible, because it can't be."

When asked if he thought the childcare system was working well for his children and family, Fisher said, "No. But nothing is working well right now...Remote learning without actual teachers in the room with students is never going to be ideal."

Some teachers worry that the unprecedented format that school has taken on might hinder their children's education. High schoolers have more experience with technology and are more self-reliant in terms of online learning, but elementary school students tend to require much more assistance. Teachers don't necessarily have the resources to help their children while teaching their own classes.

"My mother was doing her best, and my husband his," Kirby said. "But I don't think it is preparing [my son] for kindergarten as well as the social interaction he may have."

Similarly, the current childcare system is not working well for Fisher's children and family.

"But nothing is working well right now," he said. "Being a working parent sucks right now. But this is a global emergency. 500,000 are dead in America alone. The tragedy is not my schedule."♦

What Should We Be Reading Now?

By SYLVIE CLOWES

Students at Mount Greylock seem to feel that the English curriculum is unchanging. As Caleb Low, a freshman, points out, "many of the titles that I have read as a student have been pretty standard texts for our grade level. My parents read them when they were my age." While this is certainly true to some extent, recent conversations with the English teachers of Mt. Greylock illustrate another side to that story.

Here, as in so many spaces we encounter, there's a delicate negotiation between the classics and works that, in the words of Rebecca Tucker-Smith, the curriculum leader for the English department, show a "wide variety of voices and types of representation."

"Our goal," she said, "is to expose our students to as many voices as possible and there's essentially an infinite number of books." So how do Mount Greylock teachers choose what books to include in their curriculums?

Change is slow in part due to budgetary constraints. Teachers need to "try books out and see if students seem to be responding to the text" before buying a class set, as Blair Dils, who has taught English for over twenty years, explained.

A class set costs around \$1,000, so the department has to be sure that they will be teaching the book for years before investing in it. To get a sense of how students react to a book, Tucker-Smith said that teachers will "get maybe five copies and use them for Lit circles, ORB's or summer reading books."

Kellie Houle, the 9th grade English teacher, likewise wants to make "sure that students feel represented in the reading" and tries to pick books based on what "the kids are excited about."

For Houle, it's important to teach work that is "relevant to what's going on in the world." But she also feels that "if there's still relevance to the messages and ideas and the classics, then I think some of them should be preserved."

Not everyone agrees that the assigned books should address the present moment. For example, Anthony Welch, a junior, said that "I believe that the reading lists for the school could actually be de-modernized a little." Welch went on to say that "several of the more contemporary books we see in school are either controversial or extremely down."

On the other hand, Tucker-Smith said that

the "things that we consider to be fine literature" often tend "to be very dark." She said one thing that's "certainly been on my mind is I want to read beautiful things that are interesting and reflect diverse voices and expand our horizons, but that can also give us joy."

It can be hard to know when a book is both meaningful and enjoyable. For one thing, student feedback seems to be lacking. Part of this can be credited to the fact that when asked about their opinion on a book, students find it "hard to answer the question truthfully. There are several books in the curriculum that classmates collectively bond over the dread of, but students don't usually let the teacher know about these reactions," Welch said.

Other students agreed that more communication is needed to achieve a compelling curriculum. Isabelle Leonard, a senior, felt that "good updates to the reading lists could be made if students and teachers collaborated more to get feedback about what books reach students emotionally, relate to class, and are enjoyable to read." This is a high bar, and one that the teachers at Mount Greylock are working hard to meet.♦

NEWS & FEATURES

A Look Back at Greylock: Alumni Interviews

By LUCY MCWEENY



Cindy Nikitas, class of '75

Echo: Can you just tell me a little bit about your time at Greylock?

Cindy Nikitas: Absolutely. When I started in 1968 the girls still had to wear dresses. We still weren't allowed to wear pants but that changed the next year, I believe. We had Home Economics. We had sewing class in seventh and eighth grade. Home Ec was basically learning how to dust and vacuum, make the house tidy, and how to wash your hair. We had cooking class which was loads of fun, obviously it was my favorite. We had to choose a meal from a cookbook, get it okayed by the teacher who was Mrs. Friedrichs, and she would bring our groups individually into the supermarket and we would buy ingredients. Then we would prepare the meal and serve it, and we were graded on certain things like the appeal of the meal, the condition of the kitchen, and I guess the taste. I can remember my kitchen was always a mess by the time I got to serve my meal, and I remember telling her that it was just out of my control. So seventh and eighth grade was wonderful, really wonderful. I think maybe in 9th and 10th grade things got a little more serious. We used to smoke cigarettes in the bathrooms, but then they gave us a smoking room, where 100 students were packed in to smoke cigarettes. You literally could not see from one end to the other. We went from learning how to dust to going into the cancer room. And then in 11th and 12th grade you just concentrated on the SATs and college things. So it really went from being a child to a teenager to an adult.

Did you do any sports or clubs?

I was in the PEP club, which was like the cool girls. We weren't cheerleaders because those were the uncool girls. But the cool girls were in the PEP club and we just basically cheered from the stands.

Do you have any memories or experiences at Greylock that especially impacted you?

Dr. Clark was the first and only Black principal at our school when I was probably in 9th or 10th grade and he was very quickly relieved of his position and demoted to a history teacher. I can remember walking into his class once with a deck of cards. He called everyone Mr. and Miss, and he goes, "Miss Nikitas, hand me that deck of cards." I thought for sure I was going to be in detention forever, but he picked them up and he showed me a new way to shuffle. It was so funny.

Scott Burdick, class of '78

Echo: Could you tell me a little bit about your time at Greylock?

Scott Burdick: Even though Greylock is a lot smaller now, it's way more diverse than it used to be because it was just Williamstown and Lanesborough and that was it. Nobody else went, but one thing we had back then was the ABC program. What a great thing it was that added to the school. But the ABC program stopped and that was a real loss. I'm sure there was a reason and things changed and all that. I played trumpet in junior high -- it was called junior high not middle school. It was very different, and each junior high grade was broken into two houses. One was Einstein house and one was Schwarzer house, and you got to meet kids from Lanesborough. It was a way of watching over kids a little better versus just throwing him into Greylock. Each house had a couple senior advisors and that was really cool to have older kids kind of mentor the younger ones. I also remember in junior high there was a standard curriculum. All the boys had industrial arts every day. We went through woodshop and metal shop. In woodshop we made gun racks, and that teacher would get fired now, but the times were different. All the girls did cooking and sewing, and there were no crossing lines. It was just the way it was. Right now I look back at it and I really wish I knew cooking and sewing better. I think all students should have done all four. And then one difference is there weren't as many girl's sports. There was no girl's cross country, and there was no volleyball, but girl's cheerleading was big. Once I got older in 10th grade I started doing sports and I dropped the music.

What sports did you play?

Well, back then, being a three sport athlete was kind of the way to go. I ran cross country, I played basketball, and I ran track. It was great doing different sports. I remember I got into track and cross country because in gym class everybody had to run the first loop, and I remember doing that and probably doing pretty well at it or whatever. Then I remember getting calls from the cross country coach that summer saying 'you got to come run on the team, and I'm going to give you detention every day if you don't.' And then it was the best thing that ever happened to me. I never would have thought of doing it if we didn't all just have to do the first

little run in phys ed class. There was a period which was a study hall after school and then all the sports and music started. We had one to two full period study halls every day so I don't remember ever taking books home. You really did schoolwork on school time and had more family time and evenings to do things.

Did you have any favorite classes or subjects?

I really liked English class. I loved French too. If you were going to college you took French, and if French was too difficult then they offered Spanish as a language for people who couldn't do French. And then there were these couple oddballs who took Latin, but now how that's changed. I loved French, and I loved English class which was very different. We had these mini units like every five or six weeks. You could pick utopian novels and read these books about utopian society, and then in tragic vision you'd read the Greeks and discuss them, and then you could take comic vision where you'd read satire like Gulliver's Travels. It was fantastic.

In what ways, if any, would you say Greylock shaped you?

Well, it really did. I wouldn't have had the adult life that I have if I hadn't gotten a good education. Growing up in Williamstown and having that high school there which was one of the top high schools in the state, and I think still is, was really lucky. And it really did shape me. It just instilled this love of learning and valuing education. We came from a family that didn't have any money. But education is the ultimate equalizer, and I learned that early. I got a great education and went to a good college. All of the aspects of Greylock prepared me for my next step and that's really all I think the mission statement of any high school should be; to prepare every student for their next step, whether they're going to college or the military or getting a job.



NEWS & FEATURES

A Look Back at Greylock: Alumni Interviews



Kathleen Igoe, class of '87

Echo: Could you tell me a little bit about your time at Greylock?

Kathleen Igoe: Yeah, sure. I loved being at Mount Greylock. I was very nervous about the transition from the Williamstown elementary school, and just thought it was this huge change to be up there. But I thought they did a really good job once you were there, having it feel like a school for everyone. And one of my favorite things, which they don't have now, were junior and senior advisors. We used to have a homeroom in middle school, and so that was a great way just to get to know some of the older students right away, and feel a connection to people in the high school. I guess the peer team sort of serves that role now. I loved being there for seventh and eighth grade because you sort of watched these people ahead of you and got to look up to them. Ms. Barrett was a senior when I was a seventh grader and I totally looked up to her. I played basketball and she played basketball and we had big and little sisters, so I loved that part of the school. Academically, I had so many teachers I loved and felt close to, both in junior high and high school. I particularly loved my English teachers. I loved the whole thing and felt like I was well prepared for going on to college.

You mentioned that you played basketball. Did you play any other sports or do any clubs?

I wish I did, but I didn't play other sports, although I was on a literary magazine called the Gemini. I was also in the chorus, and we had a singing group that you had to try out for called the Madrigals which is such a huge part of why I loved high school. In middle school I did musicals, but when I got into high school that conflicted with basketball season. I was a junior and senior advisor in the homeroom for the middle school, and I was on the yearbook. I did a bunch of photography for the yearbook.

What was the Echo like when you did it?

We did not have time during the day to do it, but maybe once there was a meeting time where we would meet. A lot of my friends were on it and I think I mentioned we had a couple study halls,

so we were talking about the Echo during those times too. I ended up being the sports editor my senior year and just wrote sports articles. It was fun, just being in the meetings thinking about what we would want to talk about and what issues were going on in the school. I feel like it was helpful that some of the people overlapped with some of the people on the Student Council, because they always knew what was going on. It was a good experience and they were always in print, and they were all over the school. It came out pretty regularly, maybe it was once a month.

Do you have any memories of your time at Greylock that were either just funny or impacted you in some way?

I just have so many images from this room that no longer exists, which was a senior room. That was a really fun place to be my senior year. I feel like honestly so much laughter came from reenacting things that happened, like reenactments of teachers. I would say a big impact was the interaction with older students, whether it be through basketball or the Echo or music. Just being able to get to know people and see the choices they were making or get advice from students who were a year or two ahead of me was so great. The connections with other students felt like they were a really big part of the experience for me.

Greg Shine, class of '79

Echo: Could talk a little bit about your time at Greylock?

Greg Shine: I graduated in 1979 from Mount Greylock, and my memories of Mount Greylock are fond. I think some of the things that stick out was the spirit that the school had during my years there. I played soccer and hockey. While I was there, the academics I recall were as challenging as you wanted them. One of my favorite classes was during my senior year and it was filmmaking. We actually made a short film, and that was probably one of my most memorable classes. A class that I could not stand would have been Latin. I was in JCL and we made a catapult, and we went to UMass for the competition. We were really excited that we were going to win the trophy and we pulled our catapult back and it snapped in half and we were disqualified. I have great memories of a lot of friendships with folks from Williamstown, and also Lanesborough, because the two communities were very tight. The school was much bigger back then so we probably had about 190 kids in our class. We grew up in the older building and I just have a lot of wonderful memories there.

You mentioned you did some sports. Which sports did you do and did you partake in any clubs?

I played two sports. I played soccer and I played hockey, and I think soccer was my favorite in high school. I was fortunate enough to go out and play four years in college after that. That was fun and I do give credit to the competition in Berkshire County which is very, very good.

Hockey was a lot different back then than it is today. Mount Greylock had its own team, and every single high school in Berkshire County had a team. And then I didn't join as many academic clubs because athletics took up a lot of my time. I do remember after the film class I joined a photography club as well. We had our own darkroom and all our supplies and everything was right there.

Did you have any favorite classes or subjects?

I did. Like I said, I liked the filmmaking class because it was something I had never experienced and Mr. Fernandez was the teacher. I really liked Earth Science, and the teacher was Brian Gill's dad, Mr. Gill. It was very experiential and it was very hands on. And then I don't think it was in a science class but a class that had to do with archeological digs. What they did is we went into the hangar, and the teacher went in there with a bunch of dirt and buried a lot of artifacts underneath the dirt inside the hangar. He made us go in and we had to excavate it, and we started seeing all of these different things, but we had to figure out what we were finding. I remember there were all these little emerald things, and there was a pair of ruby slippers and it ended up being the Wizard of Oz that we found.

Do you have any memories from Greylock that especially impacted you?

I think the most influential person at the high school was probably a gentleman by the name of Dana Danforth. Mr. Danforth was a French teacher, but he was also my soccer coach, and he just took me under his wing and guided me. He was like my second dad and was very involved. He was a great mentor, and he's somebody that I talk about a lot even today. ♦



NEWS & FEATURES

Newly Approved MOA Leads to Return to Hybrid

Continued from Page 2

But Patrick Blackman, 9th grade history teacher and Acting President of the Mount Greylock Education Association, said, "This model of the Joint Labor Management Committee is what our union preferred from the beginning."

"It was in our original proposal," Blackman said. "But for various reasons it just wasn't really possible to execute in August or September."

Although having originally supported the Berkshire County "three percent" metric, the Mount Greylock Education Association voted to approve the modified MOA that outlines the responsibilities of the JLMC with an overwhelming majority.

"In the last several weeks it just became clear that the model we were using just wasn't going to work going forward with all the changes that are happening," said Blackman, mentioning the new batch-testing being implemented at Mount Greylock.

The Union voted to approve the modified MOA for a number of reasons, Blackman said, but a large part was that "this model would be the one that would give us the most flexibility to respond to the local situation, while still keeping an eye on the on the surrounding region in ways that would that would best serve the district."

Already, this modified MOA and creation of the JLMC has played a large role in bringing students back to school. On Thursday, February 4th, the committee voted to have the district return to a hybrid learning model, in which half of the students will be in school on any given day, excluding Wednesday, when classes are fully remote.

McCandless commented on the effects the

modified MOA may have on the district: "We think that this [modification] will mean that students are in school. And by and large, we think that's a really good thing academically," he said.

In the coming months, this MOA provides hope for more in-person learning, while still keeping students, teachers, and the community safe. The JLMC will meet at least once a week, and possibly more, to review the local metrics and decide if the district will be in a hybrid or remote learning model.

Junior Thomas Martin feels comfortable and safe with the new metrics for school reopening and the policies for remaining safe while students are in school.

"I feel totally safe," he said. "I feel like our staff has really made sure that everyone in the building is healthy."

Senior Emma Hayward agreed. "I think the school has done a good job ensuring a sense of safety while we are in hybrid learning," she said.

The enforcement of the school's safety policies have added another sense of security for students.

Latin teacher Christopher Lovell said, "The safety measures Mount Greylock has in the classroom are good, and from what I've seen students are doing a good job of following them."

Some aspects of hybrid learning, though, such as the lunch room, leave some students feeling uneasy. The dilemma over what to do in the lunchroom has been discussed thoroughly because it is the one time students can take off their masks indoors. The current hybrid learning procedures have each student at their own sanitized desk, six feet apart from other students. According to the CDC, this distance is

safe for the removal of masks, but some students still feel uneasy.

"I prefer to have my mask on more during lunch and the room feels a bit small for the number of students," Senior Ruth Weaver said. "I personally would love the option to eat lunch in my car, which I think would be safer." Despite feeling slightly uncomfortable during lunch, Weaver said, "I feel completely safe at school." ♦

'Zoom Bombings' Trigger New Security Protocols

By QUIN REPETTO

After multiple "Zoom bombings," the Mount Greylock administration has instituted a number of new Zoom security protocols to prevent future incidents. These changes involve both creating new protocols and revisiting existing protocols.

Teachers have been asked to revisit how they make Zoom links available to students to ensure that only members of the class can access them. This will minimize the availability of the link and ensure that only students who are supposed to be in the class can enter.

Teachers are also required to ask students to turn on their cameras at the start of class.

Assistant Principal Colin Shebar clarified that some of these protocols have been in place since the beginning of the year.

"Cameras being on is in our Student/Family handbook addendum," Shebar said. "This just required a recommitment to the structure that was already there."

Director of Academic Technology Ellie Kaatz also sent teachers a number of resources to help them better understand the Zoom system and the steps they should take in the case of another incident, including muting students and removing them from the meeting.

Principal Jacob Schutz has committed to training for "Zoom bombings" as the school would train for other threats to student safety so that teachers can practice taking the step outlined by Kaatz.

"You know, we drill for lockdowns, knowing statistically and praying that it'll never happen here, but we still practice for it," Schutz said. "We know 'Zoom bombs' will happen, but we've never actually rehearsed for them."

He envisions running "Zoom bombing" drills in which staff would participate as both teachers and students in order to practice digitally how to respond.

"I want to take a very common sense approach to this," said Schutz. ♦

Covid-19 Testing

Continued from Page 1

Mount Greylock Assistant Principal Colin Shebar said, "The plan is to offer the option to participate to our remote students as well. This is a process that we are still working to figure out."

The community response from students seems to be positive in regards to testing. Seventh-grader Nora Lopez said, "If testing will let us have more sports and activities and let us be in school more, then I am in favor of it."

While there is a fear over potential positive tests, a regular testing program allows the district to address the problem early on and initiate contact tracing. Seventh-grader Luca Mellow-Bartels said, "If there were to be a definitive positive case it would make me scared. But it would make me feel safe as at least we can know that someone has Covid-19 and we can take care of them."

The testing could also root out potential asymptomatic cases among students. Freshman Vincent Welch said, "With testing, we can check up on people more often, and deal with the person who has Covid-19 faster. If we were not testing, people could be asymptomatic, and we wouldn't know until another person gets symptoms."

However, because testing is optional, there

is a possibility that it won't be as effective. As Junior Jamie-Lee Mientjes said, "Only if a majority of the school takes advantage of it," will pooled testing truly work the way it is intended.

As the school starts testing, they do hope that it will improve safety within the community. "First, we want to keep students, faculty, staff, families, and communities safe as we continue through the pandemic," said McCandless.

Ultimately, testing provides knowledge that the district would not have had otherwise. "The goal is to be able to operate schools with greater knowledge of whether or not there are already Covid-19 cases in the building and to have the ability to control people's destiny. Also, to be able to respond and operate with a greater ability to manage things. It's knowledge and the ability to act, which is a very powerful thing," said Bergeron.

The Covid-19 testing within the district is subject to change with new information available and an evolving situation nationwide. While testing will have to adapt, the district hopes this new program will be a step in the right direction to keep students and teachers safe. ♦

FEATURES & SPORTS

Cheating Remotely

Continued from Page 4

Senior Hannah Gilooly expressed her concern for students' wellbeing, despite the inevitable cheating happening. "You can tell by the grades that everyone has [cheated]. I think it's also important to recognize work load," Gilooly said. "I'm not sure as many students would be cheating without all the added stress of an insane workload on top of a pandemic."

Sophomore Ezra Holzapfel and junior Maya Niemeyer both said they think it's easier to cheat while remote. Niemeyer said this is "simply because of the absence of teacher supervision."

Seventh grader Nora Lopez said she doesn't think the tests are secure. "You can just say your internet problems are bad, and of course, people do have internet problems, but some people don't even turn their videos on during tests."

When asked about testing protocols, Lopez said that most of her teachers have students keep cameras on. According to Lopez, around 75 percent of teachers use Canvas for testing, while the other 25 percent use other platforms, like Edulastic.

Lopez said she's not sure if her peers are cheating, but she thinks it'd be "unusual" and "improbable" that no one cheats.

"Teachers can only see people's faces, if they even see people's faces. They have no way of knowing what you're doing, like if you're looking at different devices," Lopez said.

Strizzi said that although remote testing is different, it hasn't changed some students' attitudes towards academic integrity.

"I feel that maybe it hasn't necessarily made it easier to cheat, but it's made it easier not to get caught. But I feel that there are kids with integrity, who are honest and do the right thing, and they're always going to do the right thing, no matter what," Strizzi said. "And there are other kids, not that they're bad people, but they're just more prone to [cheating], for whatever reason. They get nervous, there's pressure, and they feel like they need to cheat in order to do well, and they're just going to do it regardless. They'll figure out a way." ♦

The Williams Capital Gift Five Years Later

Continued from Page 3

School Committee member Jose Constantine that students had yet to see many direct benefits of the Capital Gift, said "As much as I recognize the difficulty to not put something before students right now...we may be able to achieve something that benefits students more completely, more effectively, if we wait."

Addressing similar concerns, Conry emphasized that "some of the funds have been spent to build an on-campus central office, a new parking lot, restrooms that will serve future field expansions, and some storage space that will also serve as a waxing room for the cross-country ski team. Everything that has thus far been done with the money does serve students in important ways."

Girls soccer coach Tom Ostheimer expressed concern that his team was left without an adequate playing field for the foreseeable future.

"Without a doubt it would have been far better to have a turf field already in place for the upcoming Fall 2 soccer season. It will be hard, if not impossible given the winter we are having, to get on our fields in mid to late March. We will need to practice in the gym to begin with, and be creative with using outdoor space while the fields dry up," Ostheimer said. "Most likely we will need to practice and play many of our games on the BCC turf field. The logistics of all this will not be easy to manage for players and coaches. Maybe this challenging situation will convince the School Committee that we really need a turf field."

Von holtz remained optimistic that the improvements would be made in the coming years. "While I realize many students were disappointed that a track and an additional field could not be part of the renovations this coming summer, I urge them not to lose hope. I am still optimistic that a new field and track will be possible in the next few years." ♦

Winter Sports in Brief

By JOHN SKAVLEM

Of the five winter sports typically offered at Mount Greylock, only two are able to have seasons this year. The hockey, swimming, and wrestling teams were unable to have seasons while complying with the necessary Covid-19 guidelines to keep student athletes safe. The nordic skiing and basketball teams, on the other hand, were able to have at least a somewhat regular season, similarly to the running teams in the fall.

Both competitive seasons started much later than usual as county officials discussed proper ways to put on safe contests, but practices began around their usual time. Athletes must wear masks and comply with social distancing guidelines, but practices otherwise resemble those of years past.

Both teams began their seasons in mid January. The ski team is competing against one other team in staggered individual start races. The basketball season resembles a typical season, except players are required to wear masks. Contests for both sports are not allowed to have any spectators.

The Nordic ski teams have shown their usual success this year, featuring multiple strong seniors across both the boy's and girl's teams. Senior Col McDermott has continued his dominance where he left off last year, leading what is one of the stronger boys' Nordic teams in recent memory. The team currently remains undefeated in league races. Senior Jackie Wells has been similarly dominant on the girl's side, leading her team to an almost perfect season with only one loss thus far under a reduced Varsity squad.

Both the boys' and girls' basketball teams show a significant amount of young talent that bodes well for their futures but have struggled to hit their stride this season. Led by seniors Delaney Babcock and Emma Sandstrom, the girl's team has a record of 3-6 thus far. The boy's team has a record of 0-8. Standouts include senior Pablo Santos and sophomore Chase Doyle.

Winter athletes have been determined to push on and make the best of the seasons they have despite the unusual circumstances. ♦



Photo Courtesy of Echo Staff

SPORTS

Athlete Spotlight: Col McDermott

By CELINA SAVAGE



Photo Courtesy of Col McDermott

The Echo sat down with Col McDermott, a senior on the Greylock Boys' Soccer and Nordic Ski Team, to hear a bit more about his time at Mount Greylock, his favorite pre game rituals, and what playing sports under a pandemic has been like.

Echo: What sport are you playing right now? What sports do you play in other seasons?

Col McDermott: Right now I'm in the middle of my nordic ski season. But, besides that, I play soccer for our varsity team in the fall.

E: How and when did you start playing those sports?

CM: Considering soccer, like most other players on the [Mount Greylock] team, I started playing early in elementary school with the Williamstown Soccer Club rocking the iconic "purple-shirt." As for skiing, I've skied in some way since the age of two, but technically started nordic skiing with the Bill Koch league in 5th grade.

E: Tell me a bit about your favorite part of playing sports.

CM: My favorite part of playing soccer is essentially just the team-chemistry element.

Whether it be during a post-season semi-final game or an ordinary in-season practice, being a member of a well-oiled-machine with my teammates, making plays, pumping others up, are my favorite parts of soccer. With skiing, any time I'm outside in the snow (no matter what I'm doing honestly), I'm happy. The fact that skiing is the primary vehicle I use to experience my favorite season (winter) makes me love it so much. So as weird as it may sound, the fact that skiing simply occurs during winter time is my favorite part about it.

Continued on Page 13

"Fall 2:" Your Questions, Answered

By JULIUS MUNEMO

As the winter sports season draws to a close, Mount Greylock's athletic community would typically be enduring a rest period before the spring events start up in a few months. However, in a meeting last Thursday, the School Committee greenlit the "Fall 2" season that was proposed at the beginning of the year, which would replace the cancelled traditional fall season.

The "Fall 2" season will offer all of the sports that were not offered competitively in the fall: boy's and girl's soccer, football, and unified basketball. Competitions will take place between March 15th and mid April. While undoubtedly a win for all of the athletes included, the execution of this second season will be rather difficult given the late winter weather and short run time. The Echo reached out to Athletic Director Lindsey Von Holtz to discuss the logistics of the "Fall 2" season.

Based on the winter sports season, and basketball having indoors games, do you think other teams should expect to do some indoor training? Soccer for practices; volleyball and unified for games?

Volleyball and Unified Basketball will receive priority for scheduling gym time, though we still plan to schedule time for the soccer teams and the football team during the early season. This winter, only one team was able to be in the gym at a time which meant about 13-15 people at a time for practices. The limited number of students able to safely be in the gym at one time will also limit the amount of time each program will be able to use the gym. I am imagining that soccer and football may only have one indoor practice each week for the early part of the season and slots will either be divided by JV/Varsity or by age, as we cannot fit all 40 at one time.

For girl's and boy's soccer, do you expect any local turf fields to be available for use? If the winter weather holds the way it has been, fields may be several feet under snow or too

soaked to use. Is the Williams, MCLA, or BCC turf our best bet?

The College [BCC] has been nice enough to offer the county schools use of the field for practices during the week and contests on the weekends. We still have to work out details, but teams will likely have a practice or two outside on the turf each week during the early season and hopefully a game on the BCC turf the weekend of March 27th and another the weekend of April 3rd (and maybe even another the next weekend depending on field conditions). We will be unable to use the fields at Mount Greylock until the use will not cause too much damage to the field.



Photo Courtesy of Stefanie Solum

On the subject of outdoor games, when will the Fall 2 season schedule its games, if any are to be held? Will the games be afternoons on the weekends, after school during the week, night games, or morning games?

Once we are on the fields, soccer will have a couple games during the week during the usual 4:00 or 6:00 time and football will have one game each week. The Unified season has one game a week and volleyball will likely have 2-3

games a week after the first two weeks of practice.

If games are to be held outside, or even inside, is there any capacity for fans at soccer, volleyball, football and unified games? Are any of the rules from Fall 1 expected to change because of the lower case numbers statewide?

We do not plan to have any indoor soccer or football games as even practices for those sports inside are limited by EEA Guidelines, but we will host volleyball and Unified games inside. The modifications for soccer and volleyball have been adjusted slightly since the fall season, though not in a big way. The decision regarding fans has not been made yet and will be made as a county. The county schools were not able to accommodate fans in the fall or winter regardless of whether the sport was indoors or outdoors. I do not expect to be able to have fans for indoor events and the fans for outdoor events will still be a logistical challenge, so may not be possible.

And finally, Fall 1 had club and town teams competing. Is Fall 2 similar, or is it Greylock affiliated? If so, should the players and coaches expect some sort of postseason?

Technically, Fall 1 only encompassed the actual MIAA/Mount Greylock seasons. The school ran practice only programs for the four sports eligible to compete during Fall 2 -- Football, Soccer, Unified and Volleyball. There were students that participated in a Williamstown Youth Soccer Program, but that was not school affiliated or associated with "Fall I". I cannot say if there will be any outside organizations running athletic program options for students during the Mount Greylock Fall 2 Season, I have not heard of any yet. There will be no MIAA State Tournament during the Fall 2 season, all competition will be local and there may be a county tournament at the end of the season.◆

OPINIONS

A Look at 1960s Fashion — And TikTok?

By MIA LAFRAZIA

Recently, 1980s fashion has made a comeback -- fluffy hair and mom jeans are now all the rage. 1990s fashion, too, has grown in popularity, with its mini-skirts and crop-tops. I, however, find the 1960s to be the best decade for fashion. I'm not just interested in it because of how cool mod clothing is (although I admit it's a contributing factor). What is so captivating about 1960s fashion is the social movement that came with many of its trends. There are four major fashion trends from this decade, some of which don't have specific names. I, however, have categorized them as the "Jackie Kennedy style," mod style, hippie style, and youthful style.

"Jackie Kennedy style" is best described as a continuation of 1950s fashion. These were outfits like skirt suits and aline dresses. They were lady-like and conservative, but still chic. First Lady Jackie Kennedy popularized this style during her husband's campaign and presidency.

Mod, or modernist style, originated in London, England. Women mostly had shorter haircuts and wore short, less form fitting dresses. For men, flared bottoms and plaid became more popular. Mod style was very different from styles in the 1950s. Modernists, in general, attempted to move away from tradition and traditional dress.

Fashion among hippies was much more relaxed: flare bottom jeans, tunics, and long skirts. Hippies used love and peaceful protest to fight against the Vietnam War and politicians. They also fought against main-stream society through dress.

While most people think hippies accounted for most of the young people in the 60s, this isn't necessarily true. Many young people experimented with clothing in a different way. Youth started wearing mini skirts, bright colors, and funky patterns. They mostly did this to disassociate from their parents since many blamed older people for the world's problems and its shaky political state.

The 1960s in the United States highlighted a deep divide between people. With the Civil Rights Movement in full swing, some black people enjoyed wearing their hair naturally to embrace their own beauty, while some black women would straighten their hair to assimilate. Traditional African clothes and patterns were also being introduced as a way for black Americans to connect to their culture and to one another. There were also finally more vocal white allies. Young white people gathered common sense and started to stand against racism and oppression. Through their clothes, young people across the United States were taking a united stand against society's standards and the government's ability to oppress others.

When thinking of the social and political movement that was emphasized through clothes in the 1960s, I think of current fashion. During the summer of 2020, a lot more young people began to publicly support the #BlackLivesMatter movement and actively fight against racism. This also led to a lot of people trying to become more active in our nation's politics. While some

of us can't vote yet, we spread facts and important information. I almost hate to say it, but a lot of this is thanks to the social networking app, TikTok.

I'm currently sitting in my bed with TikTok open on my phone. Today's youth go on TikTok and they're able to see people wearing experimental clothes. A lot of these are loud pieces, such as corsets, huge earrings, bright colors, and all black clothes. People are sick of conforming to society's standards of beauty and appropriateness. More revealing clothes are becoming a trend, and this isn't because people want to get sexualized or dress coded, it's because they want to dress in a way that feels authentic to themselves. Gen Z has collectively decided to say no more.

TikTokers that started getting fame through fashion are also trying to educate themselves and others on racism and oppression in the world. Crazy outfits are turning into statements. We are so influenced by what we see on social media, and in many ways, that is actually helping people. Closeted and non-closeted transgender people are becoming accepted by the society that they find on TikTok; they are becoming more comfortable in the clothes that they want to wear. Personally, I'm very inspired by TikTok. I have found my own group of people and we like to wear 60s clothes and makeup and talk about politics, gender, sexuality, and even food.

I believe that my generation has sparked a new 1960s-like era, one where we wear corsets and black eyeliner. Where we can fight for what we believe is right and feel like we can voice our opinions. We are changing the world, and just as in the 60s, you can see this reflected in fashion. ♦



"Jackie Kennedy" Style

Review: *Love And Monsters*

By DREW SCANLON

In my experience, going into a movie with no expectations is the best way to experience it. If a movie is hyped up massively and then does not live up to that high standard, your opinion of the movie will be affected, even if it was actually a pretty good movie. So I went into *Love and Monsters* expecting nothing. What I got was one of the better movies I've watched in the past year. Everything seemed on point in this movie: the acting, the emotions, the directing, even the musical score seemed perfect.

The story takes place seven years after 17 year old Joel Dawson is separated from his high school girlfriend Aimee. In a sudden decision, now 24 year old Joel decides to travel to his girlfriend's colony to finally see her again. The problem is, the world is now overrun by mutant cold blooded creatures, who arose from a failed attempt to protect the world from an incoming asteroid. Now the land is filled with these creatures, and Joel must navigate his way through this new and terrifying world.

Let's start with the cast. The headliner is Dylan O'Brien, who starred in *Teen Wolf*. He also played the role of Thomas in the book adapted *Maze Runner* series. His role as Thomas was really what translated to this role, and I think he did well. His character was serious, funny and enjoyable all in one. The rest of the cast wasn't exactly as star studded as you would expect, with some smaller name actors like Michael Rooker and Jessica Henwick. But all of these actors did their jobs and managed to put together a great movie.

Sometimes, when you have a movie with some good comedic bits, those bits often overpower the moments that are supposed to be serious. But in this movie, the serious parts feel serious, and the funny parts remain funny.

I mentioned earlier that the score played a big part in the movie. As a musical person myself, I can appreciate the value of a good musical score. I think that Marco Beltrami nailed this one. His score is not overused. It's the right pitch in the right moments. An action scene is enhanced by the music. A serious scene feels more impactful by the low tone of the score. Sometimes in movies, the score is too intense or too lighthearted. Beltrami's is perfect. It fits the tone of every scene well.

To be honest, I think that this movie would have exceeded my expectations, even if it had been super hyped up. Everything was done right. If you're looking for a movie with big name actors, this may not be your type of movie. However, I definitely recommend this movie to anyone looking for a good post-apocalyptic type movie with a fantastic musical score. ♦

OPINIONS

Warner Brother's Move and Its Local Effects

By WILL MCDONOUGH

In early December, film studio Warner Brothers announced that all of their 2021 movies will be released simultaneously in theaters and on their streaming service, HBO Max. Questions surrounding whether streaming services will end theaters have been swirling since streaming first took off. This announcement tossed another log onto the fire that is the death of theaters debate.

One way to help understand the effects of this move is to look at the possible local impacts.

The Regal Theater in the Berkshire Mall and the North Adams Multiplex 8 are both local theaters that have been affected by COVID-19 -- as all theaters have been. From multiple closures to limited seating and concession, the pandemic has caused many financial constraints. People just do not want to go to the movies right now. Going into an inclosed room with strangers does not sound like a safe and smart decision at this time. The point of this being, people already aren't going to theaters right now.

Even if you do make the decision to go to a theater, buying and eating snacks is restricted, and theaters make most of their money on food rather than tickets. Clearly, movie theaters, especially small ones, are already suffering. HBO Max's decision allows consumers to safely watch new releases from their homes, lessening even more the demand for theaters.

I do not feel comfortable going to a theater right now, and because of the HBO Max decision, I can watch many movies I was excited for in my house. While I far prefer a theater experience, I care about safety much more.

All in all, Warner Media made a good decision. They can continue to make money and crew members on film sets can keep steady jobs. I am not going to the movies, but now I get to watch new releases.

That being said, some big name directors have gotten angry at this decision, including Christopher Nolan, who has long collaborated with Warner. But their anger shows how removed they are from an average person's situation. I would have loved to go see "Tenet," Nolan's latest movie, in the theater, but I didn't

because of COVID. Since "Tenet" was released before the HBO Max deal, I have not been able to see it yet. This move benefits Warner and the consumer, and while it definitely does not benefit theaters, it actually won't hurt them that largely.

This HBO Max decision is temporary, and will only last as long as COVID prevents a regular theater experience. By then, the demand for theaters will be high, as the moving-going experience is a way to regain some normalcy back into our lives.

I do not want to see the local theaters I have been going to disappear, and they likely won't. As the world gets safer theaters will start to do better. Until then, directors who are mad about HBO's decision should give to funds that support small theaters. ♦

Directors who are mad about HBO's decision should give to funds that support small theaters.

Athlete Spotlight

Continued from Page 11

E: How has Covid-19 affected your seasons thus far?

CM: Covid-19 has unfortunately made both seasons with the high school teams much shorter. And, the pandemic has caused the implementation and enforcement of a handful of new rules, mostly involving masks, that have definitely changed the way each sport has felt. Don't get me wrong, safety is paramount and I respect every decision regarding Covid-19 adjustments made by directors and coaches to the fullest. But, I can't avoid the fact that the virus has taken a fair amount of the fun out of each sport for me.

E: How do you prepare for a game/meet? Do you have any special rituals?

CM: Pandemic or not, my pregame/prerace rituals are not complex, besides waxing my nordic skis, or frankly all that ritualistic. However, I usually watch a few Rocky Balboa training scenes to hype myself up.

E: Which sport is your favorite?

CM: As much as I love soccer and have loved it for close to 11 years, I have to say skiing, both nordic and alpine, is my favorite sport. ♦

Know an impressive senior athlete?

Nominate them for an Athlete

email:

mountgreylockecho@gmail.com

A Bite at The Break Room

By GABE GERRY

Just a few years ago, the factory building that now contains Greylock Works was empty. It was, perhaps, the best indicator of North Adams' former glory: a once vibrant work space abandoned, resulting in thousands of wasted square feet.

But the building has recently gone through a transformation representative of major rejuvenation efforts and investments in North Adams. There is a hard cider distillery, a shared workspace, and even a florist in Greylock Works. With an interior that can only be described as "industrial chic," the space is filled with hard corners, strategic rusting, and the strong bones of an old factory.

Greylock Works is also home to The Break Room, a restaurant that offers baked goods, breakfast, lunch, and dinner.

I traveled there this past weekend to try it out for myself. When I first walked in, I noticed that the space is walled off from the rest of the building. You enter through a sturdy steel door, which matches the "industrial chic" vibe mentioned before. But "industrial chic" does not account for the weight of perfectly rusted steel. In order to practice social distancing, the line snaked out of the room, and, with no door stop, everyone had to support it with their feet. This is a small critique, of course, but it would be nice if it were fixed.

Once at the counter, there is a great view into the immaculately clean kitchen. Everything behind the bar looked delicious and it smelled even better. You are also met with a beautiful pastry display, filled with fluffy croissants (\$3.25-\$4), danishes (\$3.25), and scones.

Although seating indoors is allowed, I opted to eat outside. The Break Room offers five outdoor tables with somewhat flimsy sun covers. It was nice, if not a bit bare. The spaced-out tables (to insure social distancing) make the venue seem a little empty. Small plants, even, would help make it more welcoming.

Now for the important part: the food. I ordered an almond croissant, a plain croissant, the french toast (\$9) with sausage on the side (\$2). Plus, my entree came with a side of home fries I didn't even order. The abundance of food paired with an empty belly was the perfect way to start the day.

The french toast was served on cinnamon raisin bread drizzled with Vermont maple syrup, which was a delicious combination. The home fries were very well seasoned and added some nice variation to the sweetness of my breakfast. Speaking of sweetness, my french toast was nearly like candy. For the rest of the day I felt like I needed to be constantly brushing my teeth.

What really stood out, though, were the pastries. If you get anything from The Break Room, get those. My french toast was very good, but it was not worth the \$9 I had to pay for it. The sausages lacked a little bit of seasoning and could have used more herbs..

The Break Room is definitely worth a visit, but due to its steep prices I do not think it will become my go-to breakfast joint. ♦

ETC.

Continued From Page 2

‘Zoom Bombing’

could take, if any. “We have less control over what happens to people outside of our school,” Schutz said in an interview with The Echo. “However, a lot of our response is and should be focused around the victim. We are looking into inviting the folks into our restorative justice process. We are looking to see if professional mediation is possible, if the victim is up for that.”

McCandless announced the conclusion of the investigation at a February 11th School Committee meeting. In the meeting, McCandless said that the student who played the music was a “young student of color,” and that “whether this particular incident was based in racism or not... racism is very real.”

McCandless said, “What actually matters is how the victim of the incident perceived the motivation and the event.” Schutz agreed: “Hate is hate. Oppression is oppression. Racism is Racism.”

Priya D’Souza, a member of the Greylock Multicultural Student Union, highlighted that the finding that the perpetrator was a student of color does not change the response from the Union: “A hate crime is still a hate crime. This can open up a new conversation about internalized racism and living in the white gaze. We’ve been talking a lot about aggression, but not about how we carry that racial trauma.”

In the February 11th meeting, McCandless also revealed that there were two perpetrators involved in the incident—one who entered the Zoom meeting, who is from another school district, and another student who made the link accessible. It is unclear if the second student attends Mount Greylock.

While McCandless was sure to thank both the administration and the Williamstown Police Department for their efforts in the investigation, he also said that “Young people do deserve second chances, and they deserve third and fourth and fifth and sixth and seventh chances. American history shows that some young people get dozens and dozens of chances, while some young people in America, often because of the color of their skin, get no second chance ever.”

Since the Zoom incident occurred, Mount

Greylock has made multiple promises in emails to the community to “work to build an antiracist school community.”

Mount Greylock has “recommitted” to their three year partnership with the Anti-Defamation League “to bring the World of Difference program back,” said Shebar. Participants in the program are taught to “confront racism, anti-Semitism and all other forms of bigotry,” according to the Anti-Defamation League.

The Anti-Defamation League (ADL) originated in 1913 with an initial goal of fighting anti-Semitic crimes. Since then, it has worked to provide anti-bias programs through partnerships with schools, universities, law enforcement agencies, and community organizations. You can learn more about their mission in an article written by Mia Lafrazia on The Echo’s website, greylockecho.com.

Recently, though, the ADL has garnered a fair amount of criticism. This summer, a number of organizations, including Movement 4 Black Lives, United We Dream, and Critical Resistance wrote a letter urging communities to reconsider their dependence on the ADL for anti-racism training and education. The letter cited a variety of statistics about the ADL, including that it is the “the single largest non-governmental police trainer in the country.” In 2016, the ADL stated that “100% of major US metropolitan police departments have sent participants to Israel and the ADL’s Advanced Training School in Extremist and Terrorist Threats.”

The letter said that this type of training would “deepen the militarized, racialized policing of US neighborhoods, treating low-income neighborhoods and communities of color as counter-insurgent ‘human terrain,’ just as Israeli forces view the Palestinian communities they occupy.”

Perhaps the primary criticism of the ADL in terms of its involvement in schools is its message that “hate and bias can escalate and lead to dire outcomes,” as opposed to teaching that systemic and structural racism exist and can be perpetuated by students and staff without conscious bias.

The Mount Greylock administration also stated that they will work with the Greylock Multicultural Union.

“The relationship needs to evolve with mutual trust,” Schutz said. “The administration is there to support [the GMSU] for whatever they need. It is student driven. It’s not something that’s going to be directed by the administration. I think they’re going to provide a great voice as far as helping us call out and identify and label what’s going on. Like right now, is our main concern anti-blackness? Or is it just oppression in general?”

D’Souza said, “What we really want to do is provide a space for non-white students to facilitate discussions about race and racism.”

After the administration initially reached out to the GMSU, D’Souza said that “We haven’t actually heard that much from [the administration]. I think they just kind of took our statement and ran with it,” referring to the letter the GMSU wrote to Schutz and McCandless immediately following the incident.

“Superintendent [McCandless] from the start has been very open with us and willing to hear what we had to say, but we haven’t actually heard that much from Mr. Schutz or Mr. Shebar,” said D’Souza. “We’ve just heard them in assemblies and statements say ‘We’re really relying on [the GMSU]. There have been a lot of times when the administration just hasn’t had the tools to deal with [racist incidents].’”

The GMSU was a recent recipient of a SEE (Sustaining Educational Excellence) Fund grant, which they plan to use to “hold a number of peer-to-peer discussion sessions with our classmates about instances of racism that we have personally experienced or been party to at Mount Greylock.” The grant will also allow them to begin a speaker series to “educate the entire student body and staff on issues of diversity and inclusion.”

Members of the GMSU will participate in Willinet’s multi-part series on race, hosted by Mount Greylock alum Sacha Yanow and former Davis Center director Bilal Ansari.

The Echo will continue to cover these discussions and any updates to the “Zoom Bombing.” on the Echo website. ♦

Sudoku

		8		5	4	7		
		1	2	3			4	8
		8	9					
2				6	9			1
	3	9						
6								4
				3		9	7	
3						1		2
		6				8		

©Sudoku.cool

Greylock Echo Editorial Staff

Editor-in-Chief: Clara McWeeny ‘21

Managing: Emma Sandstrom and Mackenzie Sheehy ‘22

Associate: Laura Dupis and Charlie McWeeny ‘21

News: Molly Sullivan ‘23

Features: Lucy McWeeny ‘24

Sports: John Skavlem ‘21

Arts & Living: Will McDonough ‘21

Layout: Hazel Scullin ‘21

Advisor: Peter Niemeyer

Questions? Comments? News tips?

Please contact:

mountgreylockecho@gmail.com

Visit our website!

greylockecho.mgrhs.org