

The Greylock Echo

Graduation Edition

Mount Greylock - Williamstown, MA

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Student Entrepreneurs at Greylock

BY CHARLOTTE MCKENNA

In recent years, students at Mount Greylock have started developing their hobbies into successful, fully functioning businesses. The Echo interviewed Dash Gonzalez and Myra Annuva, two great examples of students who channeled their strong passions and turned them into businesses.

Annuva began painting her own nails because prices at salons are too “inconvenient for young teens like me.” When her friends started to ask her if she could do their nails, she realized that “[she] could turn this into a business which could eventually help [her] in the future with income and various expenses.”

Gonzalez “randomly got into baking and specifically enjoyed making bread.” He started off

by simply giving bread to people for fun and for free. He soon realized that there was a high enough demand for his bread and began to calculate the best rates for selling. His business just kept growing from there.

Both students have lots of variety in the goods and services that they offer. Gonzalez sells mostly hearth loaf, which is like sourdough, but not made with an actual starter.

Annuva has many different nail services, but mainly offers gel and acrylic sets. Pricing was tricky to figure out at first because she wanted to accommodate younger demographics like herself: “I try not to go past the max of \$70 because of the younger teen audiences I am tailoring for.”

Annuva and Gonzalez originally marketed their business through word of mouth, but then realized the power of social media.

They share highlights of their business and advertise products with ease and free of cost. For the future, Gonzalez expressed interest in creating a more professional website to represent his business.

Looking ahead, Annuva has future goals of expanding her range of services. She wants to offer more nail strengthening services to help clients who may have unhealthy nails

from routinely going to the salon. She also plans to get her license which would open up more services for her clients. Meanwhile, Gonzalez plans on improving his business efficiency in the face of high demand.

However, both have experienced some challenges in growing their businesses.

Annuva expressed that “there is lots of competition in the area and [she] wants to support everyone else.” Additionally, she is working on building confidence in herself and her services while being a new entrepreneur.

Some of Gonzalez’s biggest challenges have been time management due to the long rise and bake time of bread. It can be difficult to balance school, sports, and homework with a growing business.

Both entrepreneurs encourage students looking to start their own business to strive for uniqueness and find a way to stand out in their market of business.

Annuva urges students to be confident when approaching anybody about their product or service: “I would never have thought I could get this far.”

Gonzalez proudly tells all students that “if they want bread, talk to me!”



Photo Courtesy of Myra Annuva



2 in 650: Graduation Speakers

BY OLIVIA PEREZ



Photos Courtesy of Will and Maddie

With the graduation of the class of 2026 closely approaching, the Greylock Echo sat down with two standout seniors, Maddie Powell, and Will Apotsos to reflect on their time at Greylock, any advice they have, and their future plans.

Echo: Can you talk a bit about your time at Greylock?

Maddie Powell: I have had a great time at Greylock. I think it’s gotten better as I’ve been here so senior has been the best so far, both school and social wise.

Will Apotsos: My time at Greylock actually started during the Covid year of 2020 when I entered Greylock in seventh grade completely online. It was a rough start but other than that, my time here has been pretty vanilla.

E: What activities, sports, clubs or classes have been most important to you?

MP: I’ve been on the soccer team, basketball team and track teams since seventh grade. I think those are such a huge part of my experience here, especially these past few years as a captain.

WA: I have been a part of the soccer and track team. I’ve been a part of each team as

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Highlights and Advice from the Class of ‘26

Read about it on Page 12

Senior Destinations

Who’s going where? Read more to find out.
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A.I. in Education

Read about this and the District Budget Update on Page 6

Beloved Staff Retiring

Several members of the Greylock team are retiring. See Pages 2 and 10 to see who

NEWS

Multicultural Food Fair Success

BY KEATON REPETTO

On April 30th, the GMSU hosted the third annual multicultural food fair in the cafeteria. The food fair brings out the different cultures of each student who wants to make a dish. Students with heritage all over the world got to make the food of their culture for all of the students and staff who attended the event. GMSU co-president, junior Sabine Guerra said, "People seemed to have a blast." The club is excited to have so many people going to show support and eat good food. Senior Thomas Warren stated, "The GMSU did a great job with creating a really fun atmosphere," an atmosphere that he and many others were happy to be a part of. Countries across the globe, like Cuba and Greece, were represented. Meals including Cuban rice pudding, Chickpea Masala, Spanikopita, and Vegan Meatballs were served with an incredible mix of delicious food and culture. The representation is important and shows that people were proud of their heritage, which it truly shined through their dishes. Senior Thomas War-



Photo Courtesy of Ramita Jain

ren said, "Most people went home smiling with full stomachs." This year's event showcased its cultural elements differently than the previous two iterations.. It was felt by Guerra that the cultural aspect was overlooked, as previously, a short blurb about where the dish came from and why it was important was writ-

ten next to the dish it corresponded with. Sabine thought that little to no person actually read the notes, losing the importance and value of the whole event itself. This year, they kept the sheets, but also let anyone who wanted to speak about the importance of their dish and the cultural heritage behind it. This change effectively eliminated the chance that one's feelings about their dish would be overlooked. The GMSU made the event feel all-inclusive, bringing people from different cultures together in one big celebration of heritage. The event was clearly designed and promoted a welcoming environment for the celebration of cultures all over the world. Guerra is passionate about the event and is eager to continue it in years to come: "Each year we put on this event, we learn more and more." The GMSU members and the Mount Greylock community look forward to continuing this delicious tradition of cultural celebration.

Jane-Ellen DeSomma To Retire

BY ELLY THOMPSON

Ms. DeSomma, a beloved art teacher in the Mount Greylock community, is wrapping up her last year at Greylock. Throughout her 25 plus years of teaching, DeSomma has made an impact in both teaching students high levels of technique and improving their skills, but also making the students in her classroom feel heard and important.

During an interview, DeSomma mentioned that she will "miss the community deeply" and then elaborated on her plans after retirement. She mentioned there might be some return to Greylock through substitute teaching, but that other bigger plans like possibly moving to Italy, doing animal rehabilitation clinics, and most importantly continuing to do art herself are also in play.

DeSomma explained what art means to Greylock in particular. Though Greylock is mostly known for their sports teams, art is a less visited but equally important skill to students at the school. DeSomma stated that "art has always reflected the socioeconomic conditions of the times, therefore it is an important indicator and integral part of history." She discussed how students are getting information at such high frequencies it can be hard to control their response. However, she believes that art is a great way for students to process and feel heard during the school day and express emotion in a raw form.

DeSomma has kept in touch with many stu-

dents through the years, and with her many years of experience, advises a future teacher who fills her place: "It's really important that



Photo Courtesy of Zamir Ashraf

kids know their voices are sacred. That their feelings are valid, that their ideas are important." In fine art, most think that the disci-

pline is strict, but in DeSomma's classroom, students can use that precision and intensity and channel it into something they are proud of. As most students can see from the wall outside her room, the class has an opportunity for everyone. There is always a project or an activity going on and with that, new creative mindsets.

She also talked about how important art is in the real world. This year, there was a climate change traveling exhibit made by high school students Berkshire-wide. However, this year, the Clark hosted the show. Ms.DeSomma believes that this is a big step. And It does prove her point that children's voices need to be listened to and that when they are, amazing things can happen. This art exhibit was one of many successful art shows that Mount Greylock has participated in, and Ms. DeSomma has been a part of them all.

In conclusion, what Ms.DeSomma contributed to the Mount Greylock community is unlike anything else. She taught students and staff how to appreciate and love art, why art is important, how to pour feelings and emotions into pieces, and most importantly how to listen and respect others in the space through new learning strategies presented in her classroom. The school will miss her dearly, but also need to look forward to new adventures in the art department in coming years.

NEWS

Students Run the Show: A Spring Drama Triumph

BY ELIZABETH SPELMAN

After two months of hard work, planning, and practicing, this year's spring drama, *Arsenic and Old Lace*, debuted on May 8th. Featuring clever set design and hilarious acting, the play was enjoyable for a wide range of audience members.

The play follows two seemingly sweet old ladies, Martha and Abby Brewster played by juniors Sabine Guerra and Sam Beck. However, a surprisingly dark twist reveals that they kill lonely old men through their poisonous elderberry wine, seeing it as a "charity." Mortimer Brewster, a drama critic played by sophomore Morris Israel, discovers his aunts' shocking secret when he finds a body hidden in the window seat of the Brewsters' apartment.

Later in the eventful night, Jonathan Brewster, played by sophomore Henry Wall arrives at his aunts' apartment along with his sidekick and plastic surgeon Einstein, played by freshman Sam Barry. While at first unable to recognize Jonathan due to his facial surgery done by Einstein, the aunts agree to let him stay for just one night, much to Mortimer's dismay.

Mortimer barely survives an attack from Jonathan and Einstein, only saved by the timely

arrival of the police. The audience laughed as the police were unable to figure out that there were actually 13 bodies buried in the basement, despite being told this by multiple people. After navigating his crazy family



Photo Courtesy of Myles Evans

and sidetracked police officers, Mortimer is relieved to figure out he is adopted and in fact not an insane Brewster, meaning he can marry Elaine, played by eighth grader Brynn Daverman.

Throughout the play, senior Alex Briggs as

Teddy Brewster, who believes he is Teddy Roosevelt, made appearances on the bugle. The cast was captivating and the antics of their characters had the audience roaring with laughter throughout the play.

The play took place all in one set, which was the apartment of the Brewster sisters. It featured a cleverly designed staircase which created the illusion of a second floor, along with a door to the basement where the aunts bury their victims.

Senior Alex Briggs shared his remarks on the play, describing the highlights of being in the theater department. "The end result was beautiful," he said. "I'm proud of all my fellow classmates." When asked what his highlight was, he said "the whole production."

Senior Frankie Evans directed the play for the third year in a row, and her experience guided the play to success. Reflecting on how the cast and play has grown, she praised the hard work that was put into the production and the dedication of the cast members. "It was a wonderful way to be sent off," she said, describing how she would be a little sad to "leave all of these talented and kind people behind."

AP Statistics Reviewed

BY NORA LOPEZ

This year, I took AP Statistics, which I had been looking forward to for a couple of years. I had friends take it in previous years, hearing stories of an amazing class that taught them about the world while having fun. Similar to most AP classes, statistics is taught on a relatively strict schedule, set by the College Board, not Mount Greylock Regional School. The class works to prepare students for the AP test, which takes place in early to mid-May. Since the tests are well before the end of the year, AP classes tend to move quickly and stay on

pace, despite any disruptions to the school year. This means that there is typically more homework than in other classes. For AP Statistics, you can expect two to four homework assignments a week, including one for the weekend.

With that said, once the AP test is over, the last weeks of school are much more relaxed. Students work on a project, exploring a statistics question that interests them. This year, AP Statistics was only offered to the senior class, due to high numbers of enrollment. This is atypical of most years,

where juniors or sophomores have taken the class, but could be a new trend if the interest remains high.

I liked statistics because it involves a lot of reading and writing, especially for a mathematics course. A lot of mistakes can come from misinterpreting information or not being descriptive enough. On the bright side, if you love English and need another math class, statistics is perfect for you. It is an engaging class, includes interesting, real-world content, and a manageable workload for juniors and seniors.

AP Psychology Reviewed

BY KRISHIV MALHOTRA

This year, I took several classes, including AP Psychology (Psych), one of the three AP History/Social Science classes offered at Mount Greylock, taught by a new teacher, Jenifer Dias. The class covers five major units: Biological Bases of Behavior; Cognition; Development and Learning; Social Psychology and Personality; and Mental and Physical Health. Dias also includes an introductory unit of Research Methods and Data Interpretation.

That being said, AP Psych didn't have as much biology as I expected, but the class was quite easy. For every test or quiz we had in the class, I used a Quizlet of the

terms from that chapter or unit and studied the night before. For the AP test, I also crammed a Quizlet, but the test felt like the easiest AP test I'd ever taken. Although cramming has proven to be worse for long-term memory, it did work. Practically 80% of the class is just memorizing terms and knowing vocab.

If you can pin down definitions, the multiple-choice questions (MCQs) on the AP test and the class tests become quite simple. They basically become a "What's the definition of this word?" in more fancy terms.

There are two free-response questions (FRQs) on the test, the Article Analysis Question (AAQ) and

the Evidence-Based Question (EBQ). The AAQ and EBQ are both basically testing your reading comprehension and basic writing skills, and are far easier than the FRQs from any other AP history or social science class I've taken.

Dias had never taught an AP class before or psychology, so it was also a new experience for her, but the practice we did for the AP tests was quite helpful.

She got through the curriculum in several different ways; she gave us packets to help us better memorize terms, lectured, prepared activities, played games, and enforced note taking. Good luck to future students. Make those quizlets!

FEATURES

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long as I have been eligible, starting track in 7th grade and soccer in 8th, and have been elected as captain for both of those teams my senior year.

E: What has been your favorite memories from your past few years?

MP: The past few years, our girls track team has won states, and it's been a really good moment of coming together as a team and really competing for something we want. And the same thing with Western Mass for soccer, that was really big, because we hadn't done that in a while.

WA: Probably my favorite memory while at Greylock actually wasn't at Greylock but at BCC where we won our third straight Western Mass title for the boys soccer team. It was the first time in Greylock boys soccer history of winning three straight titles and our bond this year was especially strong.

E: If you could give advice to incoming

freshmen, what would you say?

MP: Do not be afraid to talk to new people. Don't be afraid to try new things. If you can join a club, or join a team, that'll become your family for however many years, and you will gain lifelong friends.

WA: If I could give advice to incoming freshmen, I would say to not take everything so seriously. I unfortunately feel that we've built an academic environment where everyone is forced to take the hardest classes and expected to do well in all of them. In reality, high school is only something that you get to experience once. Therefore, you should experience it the way you want to, not the way you are expected to.

E: What is one thing you wish you knew when you started high school?

MP: That every teacher here is willing to help you if you just ask for it. So if you ever need help with anything, every teacher will

always be willing

WA: One thing I wish I knew when I started high school is how fast it would go by. When I first started middle school, I figured I would be at Greylock forever. However, as I stacked more and more onto my plate, that time began to move faster and faster and now here I am, a senior. This being said, I do wish I had spent more time putting myself out there and doing the things I wanted to.

E: What are your plans for after graduation?

MP: I'm going to Northeastern University and I'm studying architecture.

WA: I plan to attend the University of Michigan and study aerospace engineering. However, I'm also going to UMich to kind of find myself and figure out what I'm passionate about. I don't necessarily feel ready to decide what I want to spend the rest of my life doing.

New Accommodations in the Cafeteria

BY ROBYN GREGG

While national-level policy changes can sometimes go unnoticed, the Trump administration's new meal accommodation plan has had a significant impact here at Mount Greylock.

On January 7th, 2026, the Trump administration issued a new meal accommodation plan as a part of the "Make America Healthy Again" initiative. It is one of the biggest changes in federal nutrition regulation in decades, and while these new regulations satisfy the needs of some, many are wondering if they are really a good solution for the students.

At Greylock, we have seen the changes in action, but what their long term effects might be is still a mystery. The current changes in the cafeteria are only the beginning of our school district altering to accommodate the regulation shifts.

School lunch policy has been a long debated and highly controversial topic across not only policy-makers, but also students. Even among my peers, there are varying opinions about our lunch and breakfast options.

The process of bringing a school lunch to a cafeteria table is much more complex than many understand. The United States Department of Agriculture administers the National School Lunch Program, which manages funding for public school lunch. At the state level, our district agrees to align with the federal and state regulations through the Massachusetts Department of Elementary and Secondary Education.

Although it seems unnecessary to grab a fruit at break if you can just drop it in the convenient fruit

bin, meals served through the National School Lunch Program must align with a strict set of regulations far beyond the control of any one person. Because of this, even small changes at the federal scale can alter what ends up on a tray at Mount Greylock, and our food is one of the ways that national policy is reflected daily. These changes

"The current changes in the cafeteria are only the beginning of our school district altering to accommodate the regulation shifts."

can occur without any input from our district, the student body, or even our state legislature.

The main goals of the new policy are to prioritize protein, whole grains, and healthy fats; and to avoid highly processed foods and excessive added sugars. In recent years, this type of diet has increased in popularity. In theory, this new set of rules is meant to make school lunches feel more natural, varied, and filling while continuing to support local farms and avoid high process foods.

However despite its justification, it is challenging to know yet how they will ultimately affect students.

There have been both positive and negative implications from the new policy. One of the benefits include increased flexibility for school cafeterias. You might have noticed the reintroduction of whole milk, the red carton without the word low-fat attached. Whole milk is high in protein and healthy fats, which aligns with the new meal plan's goals.

These new policies have some potential drawbacks. While our cafeteria has been able to introduce some new lunch options, including the chili cheese fries, this shift has also led to inconsistency and imbalance. Meals vary greatly in caloric values, nutritional density, and can leave students feeling more or less satiated.

In addition, many school cafeterias, including our own, have come to rely on more heavily processed foods. The new restrictions on these items make it much more challenging to meet all of the necessary nutritional requirements.

These changes, specifically the variety and potential for nutrient of calorie deficient meals, could have a noticeable effect on performance and energy in afternoon activities. Overall the long-term impact of the new meal accommodation plan under the Trump administration will not just depend on the policy, but if schools such as Mount Greylock will have the resources to consistently meet students' needs over time.

FEATURES

The Pursuit of Happyness Reviewed

BY ADELE LOW

The 2006 film, “The Pursuit of Happyness,” directed by Gabriele Muccino, is based off of a true story that follows Chris Gardner, played by Will Smith, on a journey away from bankruptcy, poverty, and depression while trying to manage single fatherhood in the chaotic setting of San Francisco during the early 1980s.

The film begins with Gardner trying to sell inventions to doctors that he invested all of his life savings into: portable bone-density scanners. His issue is that during this time period, doctors considered this device an “unnecessary luxury,” which made successful purchases rare. As Gardner’s financial situation gets worse, his wife leaves, and he is left to take care of his young son, Christopher, played by Will Smith’s son, Jaden Smith, on his own. The viewers watch as Gardner attempts to turn his life around by landing a competitive, unpaid internship at a stock brokerage firm. His new job is filled with wealthy elites who are unable to wrap their head around the struggles that Gardner is facing. As he is fighting for his place in the firm, he is also facing eviction, sleepless nights in cramped homeless shelters, and sometimes, having nowhere to go at night other than a subway station bathroom.

This film’s uniqueness is seen in the realistic depiction of what poverty looked like in the United States in the 1980s.

We see Gardner tirelessly running through downtown San Francisco carrying one of his bulky scanners, hopelessly trying to chase

down a potential client, and sprinting to daycare before it closes. It is especially moving to watch Gardner and his son sleeping in a subway station bathroom while Gardner pretends it’s just a game where they must hide from monsters to survive, try-

“This last scene specifically evokes heartbreaking emotions from the viewer... as it represents the type of life that many people are too privileged to even consider.”

ing to hold back tears.

This last scene, specifically evokes heartbreaking emotions from the viewer, myself included, as it represents the type of life that most people are too privileged to even consider.

Smith gives a performance that, for a majority of the movie, doesn’t even feel like acting. You can see his stress building in small and realistic ways. For example, Gardner has to attend

an interview for his internship, but because of a sequence of unfortunate events the night before, his attire is less than appropriate for an internship at a stock brokerage firm. Even so, Gardner stays calm, and gives a professional response to each interview question, even though we can see the stress, tension, fear, and self-doubt mounting inside of him.

The relationship between Gardner and his son is a massive part of what makes this movie so special. Jaden Smith’s performance feels so incredibly natural, even though he was only eight years old during the totality of the filming process. He masters the balance between confusion and trust towards his dad through simple but meaningful conversations and small angry outbursts that always end in some sort of resolution. This cycle constantly emphasizes how important it is to Gardner that family must always stay together.

My main take away from this film centered around the idea that Gardner would prioritize the relationship with his son over anything else in the world. This was layered on top of a classic dream-chasing story as we watched Gardner fight for every opportunity that he made for himself.

This movie was incredibly touching, and I can confirm that as the credits started rolling, my eyes were soaked with salty tears. If you’re looking for a movie to watch on a peaceful summer night (or you’re looking for a good cry), I definitely recommend it!

Course Selections in the English Department

BY MALCOLM MCKEOUGH

If you’re a student or teacher at Mount Greylock, there’s a chance you have heard of a possible merging of honors and regular sections in the English department. The hypothetical merger would result in one section of in-between difficulty. This is actually a proposed solution to a larger problem that has nothing to do with the school’s budget and has everything to do with student experience.

To understand the problem, one must dive deeper into the path a student can take through the English department at Mount Greylock. Currently, in 9th and 10th grade, students can choose to take honors English, or college prep English. Since there are only two categories, students can be split up into classes much easier. In 11th and 12th grade however, there are four different categories: Elements of English, college prep English, honors English, or AP Literature/Language (arranged in order of least to most difficult). This makes creating classes very difficult.

Since classes are self-selected for juniors and seniors at Mount Greylock, the result is few students in honors classes and many in APs.

English teacher Ms. Tucker-Smith talked about her personal experience with this., “I had a few years where I would have these tiny honors classes in 11th grade in particular, because tons of 11th graders take AP, so we’d have very few people taking honors,” she said. This creates very unbalanced classes. “Of all the choices we make,” said Tucker-Smith, “I feel like one of the biggest impacts is class size, and if I can do something to avoid having a 25-person English class, that’s better for kids.”

This statement is relatable for many; nobody likes to be in a five-person class, or worse, a 30-person class. The ideal number for students in a class is usually around 15. “Fifteen kids, I think, is such a good class. You can give them the attention they need. It’s a great number,” said Tucker-Smith.

If honors and college prep sections of English were combined, all the class sizes would most likely be closer to 15 students. Class sizes would benefit from this and become uniform.

Despite this possible advantage, not all teachers are on board, or even aware, of the potential change. The Echo asked multiple other

staff members for a statement on the possible English merger, but all cited not having enough information on the subject, suggesting the idea hasn’t advanced too far yet.

One big consideration, however, is that class sizes are less problematic this year. Ms. Tucker-Smith said that after some imbalances in the past, class sizes are fairly consistent this year. Ms. Tucker-Smith said she has “one regular, two honors, [and] one AP” class in total.

Although merging college prep and honors English was discussed as a possibility last year, it seems that action is unlikely to proceed in the near future.

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FEATURE

A.I. in Education

BY RAFA MASON

It's time to talk about AI. Since ChatGPT was released in 2022, schools everywhere have been scrambling to figure out a way to stop students from cheating with it and other similar programs. Many feel like this has fundamentally changed both the way we learn and what we need to learn. But has it? And how is our school responding to this undoubtedly big change in education?

AI's impact has been felt most sharply in English class. AI allows students to write papers with virtually no thought. 12th grade English teacher Rebecca Tucker-Smith notes that student AI use has negatively affected her teaching.

While many teachers have moved away from long, multi-draft projects in favor of short, handwritten, in-class assignments, Tucker-Smith finds this approach to be counterproductive. "Sustained writing over time and editing is part of how you learn to be a good writer," she says. There is also the added challenge of reading everyone's handwriting. But computer-based work constantly forces Tucker-Smith to look for cheating. "I don't want my job to turn into spending time trying to figure out who's using AI," she told me.

However, Tucker-Smith is still optimistic: "[My students] are here to learn to write and to learn to read...these skills are so important and life-affirming." She has been "trying to put more attention into just making people see the value of [their] work," going through the whole process of talking with students, planning, and making multiple drafts, "so

that the work feels really connected to you, and not something you want to outsource to a robot."

While English is the subject most affected by AI, Computer Science (CS) is a close second. However, while most English teachers discourage the use of AI, some CS teachers like Brandon Price have carefully found ways to incorporate it into their classes.

"We need to to better understand AI in general, specifically the different platforms and their uses, and how they may affect foundational skills."

Price's class uses AI for styling and debugging code. However, they are not using regular AI. Price teaches AP Computer Science using material from CS50, Harvard's introductory CS class. CS50, Price said, provides an "AI chat bot, which has been adapted from Chat GPT." This program, called the Duck Debugger, "almost behaves like a teacher." Instead of just supplying the answer to a problem, it will "try to lead you down a pathway of find-

ing a correct answer," giving students hints based on the problems that they encounter with coding.

CS50 has also provided Price with guidelines governing the use of AI. CS50's rules ban accessing the solution to an assigned problem before submitting it. This covers both AI and all other forms of cheating, like copying a friend's work. Brainstorming with friends (or AI), is fine in Price's class, but getting answers from it is not.

Given the growing pervasiveness of AI, does Greylock have a school policy? According to Principal Jake Schutz, "the school committee does have [a policy], but they're actively working to make it more meaningful and more fertile." (The school committee is the group that develops policy for the district.) Schutz does not know what this new policy will entail, but he does know what will happen once it comes out: "The school then derives procedures and practices, which is essentially where the rubber meets the road and when teachers and students get involved."

Looking ahead, Schutz also has opinions for what Greylock should do for a better technological future: "we need to to better understand AI in general, specifically the different platforms and their uses, and how they may affect foundational skills." Tucker-Smith hopes that young people will "sit under the tree and talk and write, because I think people at their core value thinking and value their own creative expression."

District Budget Update

BY REED OLNEY

The Mount Greylock Regional School District School Committee has proposed a new \$30.9 million operating budget for the 2026-2027 school year. Although new budgets are created every year, this one marks a considerable increase. Williamstown would pay \$2 million more than last year, totaling \$16.8 million, and Lanesborough would pay an additional \$751,000, totaling \$7.6 million dollars. The burden of this budget will fall on local taxpayers, but many believe the benefits are worth the costs.

A variety of factors outside school and community control have changed the budget. Health insurance costs, a reduction in federal and state aid, along with the schools' duties to fund the education of children in need of district tuition programs, have significantly contributed to the needs defining the new budget. Another reason the new budget is being proposed is that the district has already spent reserve funds, making it harder to offset the cost of the new budget. Superintendent Joe Bergeron explains this saying, "For years, the district has been asked by

our towns to spend money that we have on hand before we ask them for any more." These factors all happen to combine making next year's budget slightly larger than previous ones.

Despite the increase, school officials and district leaders say that the new plan is necessary. Bergeron reinforced that the budget is needed, saying, "We need these increases in order for us to maintain or do better with all that we're doing. These increases aren't because somebody's taken a lot more money for pay. It isn't because we're buying new things that we don't need or adding lots of additional staff members that people might take issue with. This is really about being able to afford what we're already trying to do." Primarily, the new budget will maintain the current staff for next year, although other options were proposed. While there was a group of Williams town parents that advocated for an additional \$120,000 added to the budget for a math interventionist, citing declining MCAS scores, the School Committee decided not to put it into the new budget. Officials said that the district is still rolling out a new math

curriculum and must be cautious about adding a new long-term position during a year of major cost increases. However, parents plan to bring an amendment to the Town Meeting Tuesday, May 19.

As well as the issue of the Math Interventionist, the budget will be presented to voters at the Town Meeting, where residents will decide whether to approve the district and maintain its current spending and staff for next year. When asked what the impact of the budget being declined, Bergeron said, "We would most likely see decreases in instructional staffing, so in teachers, which would mean larger class sizes, decreased opportunities for students across different subject areas and and that within a school of our size, a district of our size, that's not something that we that we want to entertain, because we are already operating very efficiently. We don't have lots of extra things." With so much at stake for students and teachers, district leaders are urging residents to attend the coming Town Meeting and participate in the important vote.

SPORTS

Spring Sports Round-Up

BY NICO MCWEENEY

Mount Greylock spring sports are in full swing with boys tennis and girls lacrosse leading the way.

Boys lacrosse, only in their second year, have dominated thus far, with only 1 loss to date. Led in part by sophomore captain Finn Noyes, the Mounties are heading into Western Mass with a 14-1 record. Noyes spoke about the key contributors to the team's success: "our practice plan is very set on working on new skills, running the plays and working with the defense and the offense." The team is looking strong for Western Mass, but they will likely have to take down their rival, Wachonah, to secure the championship. Going forward towards states, Noyes says that this will be their best competition so far this season. Seeded 28th, the boys will face tough teams from the start, but they hope to make as deep of a run as possible.

The girls lacrosse team is 11-4 so far, and they hope to keep the momentum rolling as they go into the postseason. The team suffered a hard overtime loss to rival Wachonah on Thursday, but they will likely meet again during Western Mass. "I think [in the] Western Mass finals, we're hoping it'll be a showdown," said senior Molly Cangelosi when talking about the rivalry. The girls are led by junior Reese Raymond, who has 65 goals this season. Last year, the team finished with an even 10-10 record. This year, they hope to continue to expand the positives from last year while making some corrections. "I think the key has been building off of last year," stated Cangelosi. The team has also added multiple seventh graders to the roster, bolstering

an already young squad. Although poised for a deep run in states, their main focus right now is taking down Wachonah in Western Mass.

Baseball is looking to end the season on a high note, having gone 5-10 so far. On Monday, they scored a dominant win over Berkshire County foe, Lee. With the team graduating one senior



Photo Courtesy of Carson Hulls

this year, they have an opportunity to build on this season and look towards the future. Freshman catcher/pitcher Eli Kristenson had been putting up impressive numbers, with 14 hits in 31 at-bats and 1 home-run. Because the team is so young, they have time to work out any issues heading into next season.

Similarly, the softball team is 5-10 with one game left in the season. Following up a 6 game losing streak, the girls have won 3 out of their last 4, taking down Taconic, Lee, and Turner Falls. The young team struggled early in the

season, but have picked up the tempo in the second half. With only one game left to go, the girls are looking for a win that will carry momentum into the offseason.

The girls tennis team has been off to a hot start, with a majority middle school roster leading the way. Despite the absence of sophomore Bridget Igoe, the girls are 10-4 heading into the post-season. At number one singles is seventh grader Scarlett Foley, who is undefeated thus far. She recently took home the Western Mass individuals title, perhaps the first of many. Foley says that one of the keys has been the team chemistry and attitude towards the season. One of her personal highlights was "creating bonds with teammates from the boys team and girls." The girls' only losses so far have come at the hands of Lenox and Pioneer Valley Chinese Immersion Charter School. They will face off with Pioneer Valley in the Western Mass semi-final on Sunday.

Boys tennis has also been rolling, with a 12-1 record. Their only loss came on Friday to Second Division Northampton. The team is led by sophomore Tate Carothers, who is undefeated heading into states. Carothers played for the Mounties during middle school before transferring to a tennis academy in Oklahoma. The boys roster is made up of entirely sophomores, except for eight grade doubles player Nico McWeeny. The team is seeded fifth in the state and looking to make it all the way in this year's tournament. They will go head to head with Lenox in Sunday's Western Mass semi-final matchup.

Senior Athlete Spotlight: Nora Lopez

BY PAIGE TUDOR

Throughout her six years at Mount Greylock, senior Nora Lopez has made her mark on the soccer and track and field teams. Lopez holds the Mount Greylock javelin record with a throw of 125 feet. She is captain of both the 2026 women's soccer and track and field teams. But most importantly, Lopez is a shining example of patience, resilience, and integrity for younger athletes.

Lopez described her time as a student athlete at Mount Greylock: "My experience as a Mount Greylock athlete has taught me a lot. I have learned how to connect with others across grades, work through difficulties, and have also gotten to celebrate lots of successes." Lopez has worked hard throughout her years in Mount Greylock and was named part of the All Berkshire Track and Field Team, an elite group of the best track and field athletes in Berkshire County.

When asked about her time at Mount Greylock coming to an end, Lopez said: "The conclusion of my high school athletic career is bittersweet. Although nothing is truly like high school sports, I am grateful for the opportunity to continue athletics in

college."

In the coming fall, Lopez will compete on the Tufts University Track and Field team, and she is "excited to take all that [she has] learned in high school to the collegiate level." Though her career as a Mountie ath-

"... Most importantly, Lopez is a shining example of patience, resilience, and integrity for younger athletes."

lete is over, she will continue her talents at Tufts University, throwing javelin while also trying new events.

Life as a student athlete comes with unique obstacles. Lopez stated, "My biggest challenge as a student athlete has been persevering through injuries. In tenth grade, I underwent knee surgery, and I have dealt with ankle sprains and other ill-timed injuries. Although these setbacks are difficult, I have learned how to channel my energy into other avenues, like writing and art."

Lopez discussed her feelings about her career as an athlete. When asked what she would change if she could go back, she said she would have "[tried] more things." With her focus primarily on javelin throughout high school, Lopez recently ventured into other events, which she greatly enjoyed. "I wish I had tried different events earlier, but I am hopeful that I will be able to continue experimenting in college."

She described her greatest accomplishment as, "placing third at All-States in javelin last year among the best throwers in the state." Nora Lopez, the hardworking, self-determined star athlete will be greatly missed on and off the field.

FEATURES

Senior Destinations

NOTE: THIS LIST OF STUDENTS INCLUDES ONLY THOSE WHO GRANTED THE ECHO PERMISSION TO PUBLISH THEIR PLANS.

ABEL, ADDISON- JAMES MADISON UNIVERSITY

APOTSOS, WILL- UNIVERSITY OF MICHIGAN

BRADY, TEIGAN- ENDICOTT COLLEGE

BRIGGS, ALEXANDER- BERKSHIRE COMMUNITY COLLEGE

CANGELOSI, MOLLY- WESTFIELD STATE UNIVERSITY

CANGELOSI, PAIGE- WESTFIELD STATE UNIVERSITY

CARASONE, ADRIANA- BATES COLLEGE

CARLSON, COOPER- INDEPENDENT STUDY FOR IT CERTIFICATION

CHANEY, CORA- BERKSHIRE COMMUNITY COLLEGE

CHARBONNEAU, AVA- ELON UNIVERSITY

CROWE, EVERETT- UNIVERSITY OF SOUTHERN CALIFORNIA

DEVRE, SHUBHAM- UMASS AMHERST

DRAKE, MADISON- AESTHETICS SCIENCE INSTITUTE

DUFOUR, RUBY- CLEMSON UNIVERSITY

DUPRAS, MANNY- UNIVERSITY OF NEW HAMPSHIRE

EASTON, MAX- LAFAYETTE COLLEGE

EVANS, FRANCES- CHAPMAN UNIVERSITY

FLEURY, CHLOE- UNIVERSITY OF MOUNT OLIVE

GETZLAFF, CYLEY- ARMY NATIONAL GUARD

HENDERSON, ARIANNA- SIMMONS UNIVERSITY

JONES, EMILIE- EMORY UNI-

VERSITY

KILLAM, MAX- UNIVERSITY OF VERMONT

KORNELL, VIOLET- BUCKNELL UNIVERSITY

KRISTENSEN, KIERA- UNIVERSITY OF MIAMI

LABENZ, ZEPHERA- TORONTO FILM SCHOOL

LOPEZ, NORA- TUFTS UNIVERSITY

MADRIGAL, AMELIA- BROWN UNIVERSITY

MALHOTRA, KRISHIV- BROWN UNIVERSITY

MASON, BRANDON- MCCANN TECHNICAL SCHOOL

MELLOW-BARTELS, LUCA- AMHERST COLLEGE

MILES-HARRIS, REED- VASSAR COLLEGE

MORESI, TERESA- TUFTS UNIVERSITY

NIXON, ROMAN- CHAMPLAIN COLLEGE

NUGENT, NATASHA- SWARTHMORE COLLEGE

OLCHVARY, AKOSH- UMASS AMHERST

PELKEY, AUDRIANNA- NORTHEASTERN UNIVERSITY

POWELL, MADISON- NORTHEASTERN UNIVERSITY

ROBERTS, KOFI- BOWDOIN COLLEGE

SAYERS, MURPHY- BERKSHIRE COMMUNITY COLLEGE

SEMON PIKE, INDIRA- UNIVERSITY OF COLORADO BOULDER

SHELSEY, JACOB- MASSACHUSETTS COLLEGE OF LIBERAL ARTS

SVRLUGA, WILL- DARTMOUTH COLLEGE

TAYLOR, DANA- WESTFIELD STATE UNIVERSITY

THOMAS, FANNY- LAFAYETTE COLLEGE

THOMPSON, JESSE- UNIVERSITY OF VERMONT

TOWLER, CHARLOTTE- HAMILTON COLLEGE

UHAS, JACK- UNIVERSITY OF NORTH CAROLINA

VELAZQUEZ, XAVI- WESTERN NEW ENGLAND UNIVERSITY

WARREN, THOMAS- UMASS AMHERST

WESCOTT, CARTER- FRANKLIN COUNTY TECHNICAL SCHOOL

WHALEN-LOUX, MATEO- WEBB INSTITUTE

WEID, ANTONIA- LEHIGH UNIVERSITY

WIGGINS, DE'ANDRE- BERKSHIRE COMMUNITY COLLEGE

XU, EVORA- HAMILTON COLLEGE

ZHENG, ANDY- UMASS AMHERST

ZOITO, OLIVIA- UNION COLLEGE



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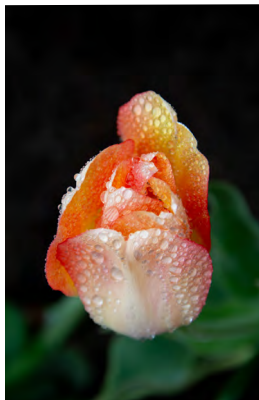
ETC.

Art Features



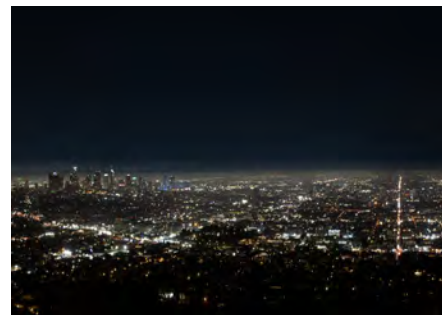
By Senior Tess Moresi

In this piece, I wanted to explore how A.I. infamously creates vaguely recognizable, but actually unidentifiable novel subjects.



By Senior Natasha Nugent

One spring morning, it had just rained, leaving beautiful droplets on the petals.



By Senior Krishiv Malhotra

I try to chase the perfect shot whenever I take photos, and here I was chasing it at the Griffith Observatory in Los Angeles.

Discussing District Changes

BY BRENNALOPEZ

According to the National Center for Education Statistics, the number of school districts nationwide is decreasing, mainly due to smaller districts merging. School district consolidation is appealing to many because it is an effective way to cut costs. Expenditure data from the Massachusetts Department of Elementary and Secondary Education suggests that smaller districts face higher costs than some larger districts. It also argues that larger districts can operate more efficiently because as the number of students increases, the average cost to educate each person goes down. Other reasons for consolidating include responding to shifting student demographics, bettering the curriculum and increasing district capacity to serve the needs of students. However, some oppose regionalization because voters want to maintain control over their own local schools. They want to have power over the issues that matter to them, and the more people there are, the less their individual concerns are addressed. Additionally, combining districts does not come without its own expenses and some factors suggest that

cost could actually rise with consolidation. As of right now, Mount Greylock Highschool is part of the Mount Greylock Regional School District, along with Lanesborough and Williamstown Elementary. However, there have been recent talks about combining multiple local districts, or at least working in closer collaboration.

In a school committee meeting at the start of the year, the committee agreed to talk with neighboring districts about possible collaboration. Superintendent Joe Bergeron requested two members to join him with a joint committee of North Adams Public Schools, Hoosac Valley Regional School District and Northern Berkshire School Union. The joint committee would be able to conduct a study to see what future possibilities would look like. Bergeron shared questions he would love to consider, such as, "Are we best serving students in special education... Are there ways we can't currently provide diversity of curricular offerings in our high school that we could provide if we figured out how to collaborate with peers? Are there ways for us to share some of the operat-

ing costs that are not directly related to education, so that we could all have better services or less costly services?" The motion to discuss the bigger committee eventually passed in a 5-1 vote. Steven Miller of Williamstown was the only dissenting opinion, voicing his concerns that "thorny issues" would arise and these discussions "stirred up a hornet's nest." These concerns were raised again during a December meeting when committee member Carolyn Green mentioned that the task force had been searching for a consulting firm to assist with the process. Greene countered saying that regionalization is just one of the options the consultant will be asked to look at. The Request for Proposal that the group submitted says the consultant will, "develop at least four sustainability scenarios, such as shared services, grade reconfiguration, collaborative programming, and/or partial/full regionalization."

That is the most recent update available, but expect to see this develop further. It is important to keep an open mind as future possibilities are explored.

Student Government Election Results

RISING SENIOR CLASS:

*Class President: Reese Raymond
Class Vice President: Cecelia Keogh
Class Treasurer: Nathan Gill
Class Secretary: Nora Stricker
Student Council: Zamir Ashraf, Sara Ehle, Robyn Gregg, Sabine Guerra, Nellie Swabey*

RISING JUNIOR CLASS:

*Class President: Morris Israel
Class Vice President: Oscar Heeringa
Class Treasurer: Reed Olney
Class Secretary: Olivia Perez
Student Council: Max Wied, Cole Creighton, Rowan Apotsos, Finn Noyes, Dominique Bernier*

RISING SOPHOMORE CLASS:

*Class President: Sam Barry
Class Vice President: Boaz Slater-Lee
Class Treasurer: Malcolm McKeough
Class Secretary: Evy Clairmont
Student Council: Avery Wied, Liah Tatro, Riley Dickinson, Brenna Lopez, Maeve Madrigal*

RISING FRESHMAN CLASS:

*Class President: Brie Bergeron
Class Vice President: Bryce Olney
Class Treasurer: Lucy Gregg
Class Secretary: Jack Stratton
Student Council: Annie Brody, Noemi Evans, Martin Keogh, Ani*

KoaMaya, Nico McWeeny

Internal Student Council Elections

*President: Sabine Guerra
Vice President: Robyn Gregg
Treasurer: Rowan Apotsos
Secretary: Nellie Swabey
Parliamentarian: Cole Creighton
Press Secretary: Sara Ehle*

SCHOOL COUNCIL (TWO YEAR TERM)

Adele Low

STUDENT GOVERNMENT DAY

*Representative: Adele Low
Alternate: Sabine Guerra*

NEWS

Thomas McCormack Moving On

BY MARGOT GORDON

After three years of teaching high school math, advising the student council, and being a friendly face in the halls of Mount Greylock, Mr. McCormack is leaving at the end of this school year. The choice to leave comes down to a common everyday problem: a long daily commute.

For the last three years, Mr. McCormack has made the 40-50 minute drive to and from Lenox twice daily. Because of this, he decided to take a job teaching in Lenox next year, the same school district his sons graduated from.

"It was definitely bittersweet, because I really like it here," Mr McCormack said when talking about the move. "I'm looking forward to being closer to home and having more time, but it's going to be tough to leave. This is such a great place."

With more than 20 years of teaching experience under his belt, Mr. McCormack found great joy in teaching personal finance in particular. In standard math classes, he found that students wondered if they would ever use what they were learning. Personal finance changed that mindset.

"Everybody in the room needs to know about credit cards, investing, and car loans," he explained. "It feels good to learn such things, and I feel very passionate that what we discuss, all students will use."

More than just teaching formulas, McCormack's main goal was to help students gain confidence in the math classroom. He wanted to show students that if they put in effort and think about-

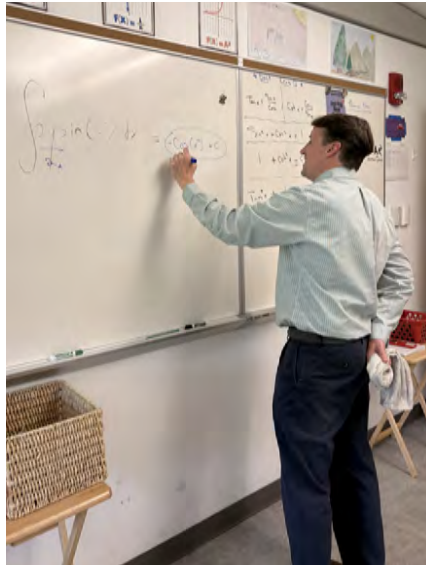


Photo Courtesy of Zamir Ashraf

problems in a new way, they can build the confidence to keep learning for the rest of their lives.

Mr. McCormack speaks highly of how involved and energetic the students at Greylock are. About 80% of the student body takes part in extra activities, including sports, arts, and clubs. As the advisor for the student council, McCormack got to see this student dedication regularly.

"I see firsthand how driven these kids are, and

how they really take ownership of everything," he said, pointing out how the students plan their own announcements and school activities.

Greylock's school pride stood out to McCormack during Spirit Week. He remembered seeing students enthusiastically joining in on theme days, even carrying absurd props such as boogie boards and bicycles. In other high schools McCormack had taught in, few participated in such activities, but Greylock was different. "It just seemed like so many kids were on board with these things. The kids really do love it here."

Saying goodbye is not easy, especially after working alongside supportive fellow teachers and meeting great parents. When asked what advice he would give to new teachers, McCormack emphasized the importance of being involved in your school.

"It is very helpful to get out of your classroom and meet people," he stated. "Sometimes it's hard for teachers, you walk in at 7:25 and leave at three, sometimes never leaving your room. Get to know the students on a level outside of just the classroom."

As the school year comes to an end, McCormack is leaving with a strong sense of gratitude and with confidence that students will continue to excel.

"I am truly going to miss people," he said. "I look forward to continuing to see them in the paper, and at sporting events versus Lenox. I know there is some big talent in this building, and these students are off to do great things."

A Successful Track Season

BY COLE CREIGHTON

It was another extremely successful season for both the Boys and Girls track teams as well as the Unified track team, with all three qualifying for the Western Massachusetts championships.

Unified track is a sport that allows students of all abilities to participate together in track and field events. According to freshman Lauralin Rotter, "a lot more students [came] out for Unified track this year than last year". The growth in numbers was a highlight for the team, as Rotter and others were able to "[get] to know [these] new teammates and [grow] the relationships with returning members". Along with building new relationships, the team saw competitive success as they finished 5th in the Division 2 Western Mass championships led by 8th grader, Charlotte Garnish, who won the shot put. The season was highlighted by competition, commitment, camaraderie, and a whole lot of fun.

The boy and girls track teams continued their commanding runs, dominating the regular season and setting themselves up well for the postseason and beyond. To senior captain



Photo Courtesy of Lukas Burrow

Nora Lopez, the season "went really well" as "both the boys and the girls teams maintained their undefeated Berkshire County streak and the seniors are leaving without having lost a meet in the regular season". It is no coincidence that this group is undefeated in county meets, especially considering the fact that five seniors hold the top honors in their respective events, with at least a dozen more in the top five.

Along with a strong senior class, the girls team is led by sophomore stalwart, Rowan Apotosos, who leads the county in three events, as well as hurdler Coralee Lash-St.John. The boys team has seen massive contributions from junior, Ward Bianchi, in the throws as well as distance runner Finn Voisin.

Although the regular season has been a success, both teams must gear up for a busy and ultra-competitive postseason that kicks off with the Western Mass championships on Friday, May 22nd.

Lopez believes that "both teams have a chance to win [Western Mass]. It's going to be tightly contested on both sides." As for states, which would be the following week, "[the teams] are going to go out and focus on putting together a solid team [performance]." Although the senior class had a massive competitive impact, their impact on the community is what will be remembered. Every week, the team gathers at Coach Gill's house to eat a meal before returning to Mount Greylock and "putting on a volunteer program where [they] help elementary age kids participate in track."

OPINION ETC.

A Letter From The Incumbent Editor-in-Chief

BY FRANCES EVANS

Dear Greylock Community,

It sounds like a cliché, but I never thought I would be the editor-in-chief of The Echo. To be perfectly honest, I first joined the paper as a way to stuff my resume. As I'm sure Mr. Niemeyer can attest, I was not the most passionate writer.

As an underclassmen, I was given straightforward news articles that I found unimportant. The first time I was given something more complex, I got a little carried away and may or may not have accused Mr. Schutz of lying... Thankfully, he was very gracious about it, but nevertheless, when he shared that he was not in fact lying and that I was just interrogating the principal, kind of had the wind taken out of my sails.

I didn't want feel-good fluff pieces. I wanted to write hard-hitting exposés.

It was not until my article about how different clubs disband that I started finding passion in my journalism. For the first time, I was led by my own curiosity rather than an assignment and a deadline. Although my article was buried in the middle (I'll never let it go, Krishiv), I had fun and wanted to find the angle in every story, no matter how seemingly mundane.

That same year, 2024 EIC Lucy McWeeny promoted me to editor. I was thrilled to have such an honor as a sophomore and had fun scouring through articles and finding upperclassmen's miniscule mistakes. Perhaps I was more ready to become the EIC than I thought.

Still, I didn't consider myself a true part of The Echo, more like an interloper who did newspaper work on the side. Last year, I was swamped

with work, and the idea of signing up for a larger commitment wasn't incredibly appealing. So, when I filled out the Echo survey asking for editor applications, I didn't ask to be considered for EIC.

Knowl Stroud, 2025 EIC, and Mr. Niemeyer then took me aside and interrogated me.

"Do you want to be the editor-in-chief?" They asked.

"I don't know..."

"That's not an answer."

I was intimidated at the time, but I now understand why they pushed so hard. When you're the EIC, it's your job to care about everything. The Echo becomes almost like a child, and anything less than devotion is neglect.

I'm incredibly grateful they challenged me, because being EIC has been one of the best experiences of my high school career. My first print edition, the 2025 Graduation Edition, was the most challenging and most rewarding project I'd ever done. There's no feeling like seeing all the articles in the InDesign template for the first time.

From crafting assignments, to reading over every article, to fixing layout, The Echo challenges you at every turn, but when it's finally sent off to print, when you wake up early and distribute the paper like treats in an Easter egg hunt, it all becomes worth it.

To Nora, I hope you find the same satisfaction I found in this pursuit. You are more than qualified for the job, and I cannot wait to see what

you will add to this paper. To the current Echo editors and writers, even if you find just one part of the job satisfying, stick to it. I am sure you will fall in love with it as deeply as I have.

Thank you so much to Mr. Niemeyer, for all your chats and advice. During hard days, knowing I could turn to you was a huge comfort and gave me the strength to keep my head up high.

Thank you to Krishiv Malhotra, one of the unsung heroes of the paper. His contributions to The Echo during his time here were numerous, and I'm sure he is off to do great things.

Thank you to Knowl Stroud, who saw my potential even when I didn't. I don't know if I lived up to your legacy, but I tried my best. On that note, thank you to all the past editors-in-chief. Every one of you played a part in making the paper what it is today and having access to documents and videos, as well as to the valid crashouts, made me feel part of a community in my most isolating moments.

Thank you to my parents for supporting me through the long nights, and a special thank you to my dad. Without your guidance and knowledge, I certainly would not have advanced to the position of editor-in-chief.

Finally, thank you to all of you. The Echo helped me connect with so many people and brought me so much closer to the community as a whole. I wish I could convey how much I've grown to love the Berkshires, but when a place and its people make you who you are, there are no words to express the depth of one's gratitude.

So, goodbye all. I'll miss you.
-Frankie

Technology Throughout High School

BY JACK UHAS

As I reflect during my final days at Mount Greylock, I view one ever-evolving aspect of my experience as entirely fundamental: technology. It touches almost every moment of our day-to-day lives, from education to socialization.

I began at Greylock from my bedroom. It was the fall of 2020, classes were online, and I met students from Hancock and Lanesborough, most of whom were previously unfamiliar to me, in breakout rooms. Our bonds were forged through private chats over Zoom and Among Us games coordinated between ourselves. Our assignments were all typed, scanned, or recorded.

As the pandemic slowly lessened in severity, we entered Greylock for the first time as a class. We began connecting even more with Snapchat, Instagram, BeReal, and our phones by our side at all hours of the day. Passing between classes was usually enough time for a song or two in your AirPods to hype you up, or a round of Clash Royale with a friend. Funny filters were

used, dances were recorded, and memories were stored in a storage-consuming cloud. In class, phones were held under desks with the unspoken pact that, for the most part, your inattention wouldn't be called out before your peers.

Then, Mount Greylock's new technology policy was instituted. As the policy was both created and passed, I'd venture to guess that I was one of its most vocal opponents. I won't relitigate my arguments here, but I found it to be woefully undeveloped and lacking the sort of nuance that such a revolutionary policy for a district should contain. It is here, however, that I will admit that the effects of the policy have not been the end of the world.

While on occasion I do, in fact, miss between-class soundtracks and complaining about homework to a friend in another class, I've found some peace in walking with my peers from class to class, debriefing a test or the latest scuttlebutt. Lunches, too, are filled with conversation, laughter, and connection.

I do think the advent of artificial intelligence also contributed to the fallback towards the "old-school" way of teaching. More teachers are opting for on-paper assessments, the school committee has adopted new policies, and students are largely learning on their own how to make use of this new and powerful tool. It's an area where Greylock has room to learn and grow, and for the sake of future classes and generations, I hope that growth occurs at an urgent pace.

I'm under no illusion that our policies are perfect; why require phones to be in lockers if you're aware that perhaps a tenth of students even know where theirs is (if they were assigned one at all)? I do look back on my early days at Greylock and appreciate having so many photos and videos to reminisce and smile upon, and I feel disheartened for those who won't have the same gift. However, I do believe they could have an even greater chance to make those lifelong memories, and I'm excited on their behalf.

ETC.

Highlights and Advice from the Class of '26

BY MARGOT GORDON

With graduation closely approaching, Mount Greylock seniors are balancing their final weeks of high school while looking ahead and anticipating what comes next. It's also that time of year when many students begin reflecting back on everything they have experienced over their time at MGRHS. High school brings many challenges, from intense schedules to unexpected setbacks, but it also includes memorable highlights and major milestones. Seniors Alex Briggs, Charlotte Towler, Will Svrluga, and Tess Moresi recently shared their personal high school journeys, and offered advice for the underclassmen who will be continuing their time at Mount Greylock.

Many great high school experiences arise from students trying new things and becoming involved in the community. For instance, Briggs and Towler both joined the orchestra. Briggs, who moved to the district from Adams, remembers his first day fondly and recalled, "Mr. O'Connell handed me a viola and the rest is history." That moment led to a music scholarship and earning first chair in the orchestra. Briggs also participated in theater, noting that his favorite production was Grease. "Grease was so fun, I loved playing Eugene," Briggs recounted.

Towler has been part of the orchestra for six years, which she balanced alongside Unified basketball and tennis. Becoming a tennis captain was one of her favorite achievements: "We were once helped and now being able to help others has been really enjoyable."

Along with Briggs and Towler, other seniors found their place through sports, volunteering, and school clubs. Svrluga enjoyed being part of his sports teams, noting that his "experiences on the teams have been fantastic."

For Moresi, senior year itself has been her favorite part of high school because she became involved in field trips, track, and the yearbook committee. "I've enjoyed collaborating in the

yearbook this year, and also track and after-school activities," Moresi said. Outside of school, Moresi spent time volunteering with the Berkshire Food Project and working with the Youth Health Collaborative at NBCC.

Towler pointed out that sports and music give you "a big intermingle of people you may have never met if you [stayed in] an art class with



Photo Courtesy of Andy Zheng

only your grade." However, staying involved also means dealing with some stressful periods. Towler talked about the difficulties of balancing a heavy academic workload with traveling for sports. "Staying up to date on homework assignments while also traveling to an away game is hard. You have to be task-regimented, but not become too crazy," she explained.

Briggs felt that same pressure when school deadlines and illness happened at the same time. "Sometimes sickness would happen or stuff would get busy, and it became very overwhelming," Briggs admitted. To get through it, he relied on perseverance, noting, "Some things that helped were asking for help, and seeking guidance from friends. I've always been a big lover of perseverance."

With everything they have learned, these

seniors have a lot of advice for underclassmen. Svrluga, who will be attending Dartmouth in the fall, believes students should actively seek out opportunities. "Put yourself out there and be willing to try new things," he advised. When it comes to college applications, he recommends focusing on things you actually care about, like his own interests in golf, Spanish club, and flying planes. "Don't do as many extracurriculars as you can, but do the ones that you really enjoy doing," he noted.

Moresi agreed, advising underclassmen to keep an open mind. "I would say, whenever you can, don't say no," Moresi stated. "Even if it is bad, you still learn from the experience."

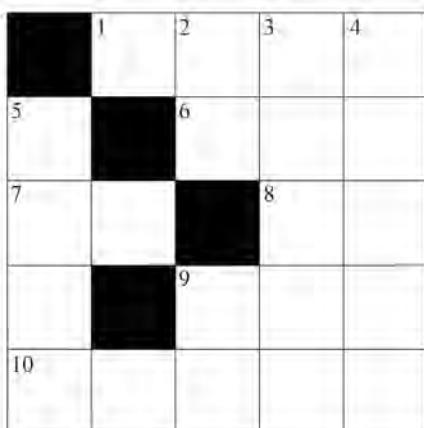
Briggs added that people should not be afraid of making mistakes. "Mistakes are how you learn, and without mistakes, you don't learn how to do things," he said, reminding students to "work hard and push [themselves,] but not too much."

For rising seniors facing college applications in the fall, Svrluga gave a practical piece of advice about procrastination. He noted that senior fall is "probably the most difficult part of high school you'll ever have," and advised students to get their applications done early. "I did two of my applications in November and did the rest the week of New Years' and that was pretty terrible, so try not to do that." Both he and Towler also warned against senioritis. "Try to at least keep doing your work until you know where you are going to college," Svrluga said.

In the end, high school flies by much faster than students expect. "Personally, I blinked and now it's over," Briggs reflected. Saying goodbye to Mount Greylock can be difficult when graduation actually arrives. As Moresi put it, "Now that my senior year is ending, I'm kind of bittersweet. I am sad that it is ending." For the rest of MGRHS students, Towler advises to "finish strong and just enjoy your time left here. You are never going to be in this environment ever again, so try to make the best of it."

Mini Crossword

CREATED BY MALCOLM MCKEOUGH



ACROSS

1. School ends in this month
6. Boston Red ____
7. Level above Honors
8. The Bay State
9. Short for your family
10. Seniors become these

DOWN

2. Me and you
3. Someone who moves from place to place
4. Big tests
5. What's up ____?
9. Do re mi ____

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Questions? Comments? News tips?

Please contact:

greylockecho@student.mgrsd.org

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