

Students Have Voice in New Greylock Way

By MELISSA SWANN



Photo courtesy of Ian Culnane

The painting outside of the main office highlights the values of the new Greylock Way: integrity, responsibility and perseverance.

The Student Council and the administration put a new version of the Greylock Way into action at the beginning of the 2014-2015 school year. The Greylock Way is an official list of characteristics that the Mt. Greylock students, faculty and wider community strive to encompass. Instead

of A.R.I.S.E. (Accountability, Respect, Integrity, Stewardship, Excellence), the new Greylock Way consists of the values Integrity, Responsibility and Perseverance, also known as I.R.P.

Members of the Mt. Greylock community spent the end of the 2013-2014 school year re-evaluating its core values. Principal Mary MacDonald stated, "We were going through a NEASC self-assessment, so it was timely to re-assess what we say we believe."

During Directed Studies, members of the Student Council asked the student body for suggestions of words that they thought embodied the values of the school and community. The Student Council assembled an extensive list of words, analyzed the data and narrowed the most popular choices down to integrity, responsibility and perseverance.

"The previous Greylock Way didn't have any student input," explained senior and Student Council President Jake Foehl. "We hope that the new Greylock Way will better reflect the entire Mt. Greylock community, both students and staff."

Principal MacDonald added, "Students didn't have a sense of ownership for the words. No one knew where the words came from. Few people even knew what A.R.I.S.E. stood for. Plus, it's always good practice to reconsider your professed beliefs to make sure they still reflect what the community believes."

Now that the students have a voice in Mt. Greylock's core values, MacDonald has high expectations. She stated, "I hope the new Greylock Way works to give us a sense of focus. I hear teachers and students talking about doing the right thing, taking responsibility for oneself and others, having grit and taking the long view in the face of adversity—that's Integrity, Responsibility and Perseverance."

Some students have mixed feelings about the new Greylock Way. Sophomore Caroline Carrough worries that I.R.P. will not resonate well with students and faculty. She explained, "I think A.R.I.S.E. was more appreciated by Greylock students. The words in A.R.I.S.E. had more meaning to me."

Junior Greta Savitsky disagrees. "It's really important for students to have a say in the rules that govern them," she said. "One day, when we are off in the real world living as adults, we are going to need that experience of making rules for ourselves and knowing what's right and what's wrong."

Principal MacDonald pointed out, "In the end, it's not the words themselves that matter but rather how students and adults in the building begin to internalize and practice them to make Mt. Greylock a better place."

The new Greylock Way provides a great opportunity for members of the school community to set goals and improve themselves. ♦

1 in 650: An Interview with Evan Arthur

By IAN CULNANE



Photo courtesy of Sara Rudd

Evan Arthur is a new student to the Greylock community, moving from Concord in eastern Massachusetts to Williamstown this year. Previously, he lived in Santa Barbara, California. Evan is a member of the Junior Varsity boys' soccer team and plans to cross country ski in the winter. The Echo sat down with Evan to get to know him, discuss his passion for architecture and hear about his first impressions of Greylock.

Echo: How did you become interested in architecture?

Evan: When I was eight years old, I played in our pantry. We had Kleenex boxes, tea boxes and other boxes. I remember stacking them up to make structures. Also, my mom and dad both have degrees in art, so I have this creative side. My dad is a programmer, so I was interested in the design portion of that. Another thing that sparked my interest was when we were in this really cool house in California. There were these giant rooms with incredible architecture, and that is how it started.

Echo: How have you pursued your interest in architecture?

Evan: I took a summer class in Boston. It was called the four-week Summer Design Academy. It was run by mostly graduate schools from Harvard, Yale, MIT, RISD and other schools, coming in and teaching us about architecture. We also visited firms from Boston. We did a bunch of projects and had an open studio at the end. The course made me like architecture even more.

Echo: How did this program change your view of architecture?

Evan: There was a lot of cutting and making stuff out of models. That was basically the whole class: making models.

Echo: So, what is your next step?

Evan: I will probably take another course this summer. I have classes I am taking through a website called edX that was founded by MIT and Harvard. edX offers basically either digital versions of real courses or courses only made for edX. I am taking one called "Basic Structural Design" by MIT. It is the math behind forces and physics concepts but not as science-oriented. I am taking another class, which

Continued on Page 2.

Continued on Page 3.

Continued on Page 2.

Aging Building Endures Ongoing Problems

By ZACH ARMET

On September 3, students filed into the gymnasium for their first assembly to find the seventh and eighth graders sitting on the floor in front of the decommissioned back bleachers. In November, Mt. Greylock's Shakespeare and Company will have to perform *The Winter's Tale* at the Williamstown Elementary School auditorium due to asbestos in Mt. Greylock's curtains. These two displacements are similar in that they are both caused by the building's structural issues. The decommissioned bleachers, the unsafe fire curtain and other problems affect Mt. Greylock's routines, but that can be expected from a building that is 53 years old.

When it was built back in 1961 on the site of an old airfield, Mt. Greylock was a state-of-the-art school building. Time has passed, and now Mt. Greylock will be a barely functional building if it continues to deteriorate. There are several ways for these problems to be fixed, namely by building a new school or undergoing a major renovation. The structural issues not only directly affect clubs and classes by decommissioning certain rooms, but they also take away from the school's budget. When asbestos crumbles out of the walls or a ceiling collapses, the school must pay a hefty sum of money to repair the damage. These structural issues become an even greater problem when they consume so much money that the school cannot afford amenities. In an interview, superintendent Dr. Rose Ellis said, "It's a yin and yang. On one hand we need money to fix our problems, and on the other, we need it to fund

Continued on Page 2.

Late Buses Cut Due to Reduced State Budget

By SAM KOBRIN

At the end of the last school year, Mt. Greylock fell victim to state budget cuts that slashed transportation funding. To cope with this situation, the school was forced to announce that if more state funding did not arrive, the late buses to Williamstown and Lanesborough would be eliminated. A public outcry ensued in the student body as well as the outside community. Parents and children alike were left wondering how students would get home. To stoke fears and debunk misconceptions about the budget cuts, the administration held an emergency meeting with the Student Council and class officers in the spring. A community gathering was also held. These meetings explained that the school had options, albeit limited ones, in dealing with the bus crisis. The administration briefly

discussed cutting and consolidating 2:30 buses, but state mandates regarding walking distances from bus stops to households made this option impossible.

The administration was faced with a choice: it could eliminate either 5:00 buses or 4:00 buses. As a way to help decide which bus to keep, the Student Council went to the administration with the idea of surveying the student body. In Directed Study, students were asked a number of questions: How often do you ride each bus? In what season? For what activity? This extensive polling essentially asked: which is more important, a 5:00 or a 4:00 bus? After analyzing the results, the Student Council informed the administration that the later bus had edged out the ear-

Superintendent Search Under Way

By NICOLE JONES

In August, current tri-district Superintendent Dr. Rose Ellis announced that she will be retiring this December. Since this announcement, members of the three different school committees have sprung into action to find a replacement for Ellis. A search committee has been formed, consisting of 14 members of the community: two from the Mt. Greylock School Committee, two from the Union 71 Committee, a parent and teacher from each school, a student from the Mt. Greylock School Council and one Parent Advisory Council (PAC) member from each school. That committee is itself a subcommittee of the tri-district's Administrative Review Subcommittee (ARS). Mt. Greylock's representatives on the search committee include

School Council member Andrew Whitaker, parent Dawn Schoorlemmer and math teacher Bob Thistle. "It is a very important job," said Thistle. "I know everyone is taking it very seriously."

Regina DiLego, chair of the search committee, described the necessary preparations committee members had to take before beginning the process of looking for a replacement superintendent. "We had training from Glenn Koocher of MASC (Massachusetts Association of School Committees) on September 29 to learn what was expected of us, how to write interview questions, how to organize and [about] general procedures," she said. Each committee member was then expected to submit an interview question to use

Continued on Page 3.



Coyote Flaco

Hannah Fein and Anya Sheldon are back at it again with a review of a local restaurant serving Mexican and Spanish cuisine.

See Page 4.

NEASC Accreditation

Joey Gais investigates the intricacies of the NEASE re-accreditation process.

See Page 3.



1 in 650: Evan Arthur

Continued from Page 1.

is about the future of cities. It is about looking at stocks and flows. You look at abstract data and analyze it so that you can predict how people will act in the future and make a city that benefits us.

Echo: Have you designed anything? If not, what would you design?

Evan: During the final project of my summer program, six kids, including myself, designed a park in Boston between the two highways in a green park area. We made a model of a four-acre park with an amphitheater, skate park, climbing wall and a pond. We had this idea that the beginning of the park would be an urban area, really flat. As we got further into the park and further away from the city, then the city became a more varied landscape with more hills and rural stuff like ponds and less urban stuff like skateparks. We made a giant model to show what we would have done.

Echo: That sounds so cool! What brought you to Williamstown?

Evan: My mom just decided to move us here. We didn't have any ties. We were

from California. My mom wanted to move east and had two choices: Concord or Williamstown. She wanted the best place for me and my two siblings. She lived in Concord for three years and did not think it was as good as Williamstown, so we came here. We are seeing how it is.

Echo: Concord-Carlisle High School (CCHS) is a big switch when compared to Mt. Greylock. Do you enjoy that switch, and what is the effect on you?

Evan: CCHS is giant. There were about 300 students per grade. Greylock has a lot fewer kids, which is a big improvement. Greylock does not feel as preppy. At CCHS everyone wore Vineyard Vines clothing; it had a very preppy, wealthy, New England, go to the Cape every weekend type of feel. Here it seems there are more genuine people.

Echo: If you could bring one thing from Concord-Carlisle High School, what would it be?

Evan: Being closer to Boston.

Echo: How about an extracurricular activ-

ity or a class from CCHS?

Evan: We had an architecture class, but it was really bad. It was not enjoyable. Most of the classes are the same. We had fewer classes per day, but the classes were longer. I would probably bring French because it isn't offered here.

Echo: Someone told me about your connection to Will Ferrell.

Evan: My dad and Will Ferrell went to high school together.

Echo: Were they close friends?

Evan: They were in the same social group. I don't think they were best friends with each other, but they would meet up occasionally. My dad reconnected with Ferrell in LA at a Lakers game. My dad was with his boss. My dad saw Will Ferrell and said, "Hi. Remember me?" He did. Will Ferrell invited my dad's group to sit with him. That was kind of cool. ♦

Interview has been edited and condensed. To nominate a student for 1 in 650, contact the editors at mountgreylockecho@gmail.com.

Shakespeare Festival Preview

By SABRINA TEMPLETON

This fall's Shakespeare production is the play *The Winter's Tale*. The play will take place at Williamstown Elementary School on November 14 and 15 at 7:00 p.m. and then will move to Shakespeare & Company in Lenox, Massachusetts to perform Friday, November 21 at 8:30 p.m. Show Director Josh McCabe said, "*The Winter's Tale* is a wild ride! There's romance, betrayal, birth, death, weddings, dances, comedy and tragedy packed into one ninety-minute adventure. We'll travel to two different worlds (Sicilia and Bohemia) and traverse sixteen years! There's surely something for everyone to enjoy in this play." All the actors who participate in the play definitely get a good experience out of it.

The Shakespeare Festival not only includes Mt. Greylock's production but several other plays from local schools. Even

Continued on Page 4.

Williams Center Flourishes at MG

By ELIAS SEKKAL

Since 2008, Williams College and its many eager student Fellows have immersed themselves in Mt. Greylock's curriculum, impacting the education of the student body. Community members founded the Williams Center when they felt that there were multiple resources that Williams College could provide to help Mt. Greylock enrich its curriculum.

Today, the Williams Center, or WC, is a thriving part of the school and helps many students by tutoring them in any subject area. Williams Fellows come in every week to help students at Mt. Greylock with academics, writing and running a science study group. The Fellows provide engaging lectures and teaching methods and for the past few years have helped hundreds of kids improve their grades and broaden their skills as learners.

The Williams Center also offers promi-

nent programs based around interesting one-day workshops, or "field studies." Throughout the school year, the WC offers many one-day activities, some of which Greylock students organize with help from the WC. One of the most successful programs is Greylock Talks, where members of the community come to Mt. Greylock to speak to students about various topics. WC coordinator Kaatje White helps to form connections between the college and middle and high schools, saying, "The Student Council's project to start Greylock Talks is a perfect collaboration, and I am so glad it was generated by students at Mt. Greylock." Besides Greylock Talks, there are many other field studies that are generated by students and coaxed on by WC members. This past summer, a handful of kids from Mt. Greylock worked with WC advisor and science teacher Sue Strizzi to develop "hands-on science STEM labs" at Williams College. Other subjects that the WC works with vary from literature to dance to mathematics. They are all displayed and explained on the WC's website and are open to all interested Mt. Greylock students.

Looking towards the future, the Williams Center at Mt. Greylock is hoping to continue on the same path. According to White, "I will continue what I am doing now and will continue to look for cool ways to bring new ideas into the classroom in support of teachers and students, and I will continue to find ways for the Greylock community to connect at Williams." ♦

Building Problems

Continued from Page 1.

our programs."

The reason for all of the maintenance malfunctions is not the age of the building but how it was built. Facility supervisor Jesse Wirtes says, "When the building was built back in the [19]60s, they were using good building materials for then, but not now. They built with stuff like asbestos, which we now know is a toxic chemical. When the expansion happened in 1968, they didn't use good materials, and now the maintenance staff and janitors are trying to keep up with problems." The air system was installed in a cost-effective way that saved money on construction, but now it is not efficient, costing a large amount of money to heat the building every winter. Dr. Rose Ellis stated, "The heating system is quite a problem here and very costly. To get through the winter, it costs us \$250,000 to heat the building. This year, we are also worried about humidity. Last year, we had industrial-sized dehumidifiers and fans running throughout the year. Because of this, the electric bill rose sharply and, sadly, will rise even more since National Grid

decided to raise its prices by 38%. We're overspent with electricity."

The custodial staff is constantly kept on its toes with these major issues and is only able to fix the problems temporarily, staving them off so they can attend to other situations. As the building falls apart, it is difficult for them to keep up with the school's decay. Building a school is one option to deal with these problems because construction could happen on site, and classes could still take place in the old building. Another option, however, is a full-scale renovation, which would be cheaper than a new building but would have its drawbacks. While the building is being gutted, classes would have to be moved to an off-site location, which could be chaotic and ineffective. On the subject of a renovation, Jesse Wirtes said, "A new school is probably our best option, but it all comes down to cost. If a renovation is ten million dollars less than a new building, then we'd take that, but if the difference is only about two million, then we would go for the quality option of a new school." ♦

Late Buses

Continued from Page 1.

lier one in terms of use. Despite the results, the administration decided to cut the 5:00 bus, citing loitering fears and lack of transportation for those seeking extra help with teachers.

Senior and Student Council member Carter Stripp defended the administration's statement, asserting, "We have a lot of people staying after school, and the majority of people who are staying after school are seventh and eighth graders, so we don't want them roaming around the school until 5:00. It would be chaos! Also, a lot of parents are able to pick up students at five because that is when they get out of work." Stripp also dismissed the idea that students could go to the library if the 4:00 bus was eradicated, explaining it would require longer hours for the librarians and a complex after school attendance system in order to account for students.

The 5:00 bus, however, has suffered some cuts in service. A 5:15 bus runs on Mondays and Fridays to Williamstown and on Tuesdays and Thursdays to Lanesborough. Hancock has no after school bus service currently. Senior and former Hancock bus rider Thomas Schoorlemmer conceded that "if it needs to be done, then alright, there might be better ways to use the money. It still is really frustrating for people who don't drive." While underclassmen and middle school students are bearing the burden of these cuts, many upperclassmen have stepped in to help alleviate the situation, offering to drive underclassmen home after practices or rehearsals. This is the type of collective support the administration was hoping would form in light of the budget cuts.

As the Echo went to press, the School Committee was about to discuss the busing situation further, but changes to the current policy are unlikely. Mt. Greylock has already taken positive steps in coping with the current state of affairs. ♦

A Note From the Editors:

We hope you enjoy reading our first print edition of the school year! We are thrilled to announce that the Echo has just launched its first-ever website. We look forward to bringing you current news in a timely fashion. Be sure to check our website regularly, as mentioned below, for news blurbs, sports updates, polls, interviews and more. Also, you can still count on the print edition to hit the halls every two months. Thanks for your continued support! and interest!

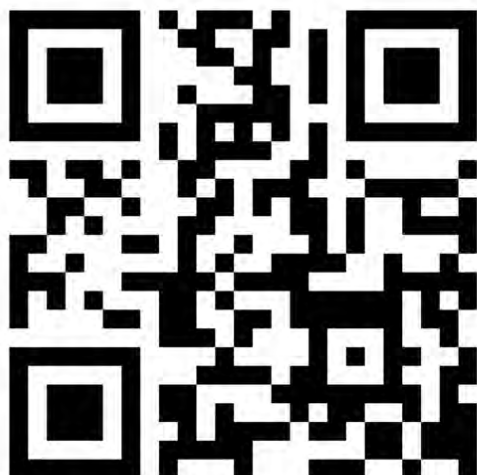
-Miranda Dils and Jake Foehl

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Interviews with New Teachers

By NICHOLAS DARROW

Mark Mitchell - Paraprofessional



Photo courtesy of Sara Rudd

Echo: Where are you originally from?
Mitchell: New Jersey.
Echo: What were your best and worst classes in high school?
Mitchell: My best two classes were film-making and English. My worst would have to be Spanish.
Echo: I have to agree with you on Spanish; I'm not all that great at it myself. My next question: where did you attend college?
Mitchell: I attended Trenton State as well as Johnson State. An interesting thing before college was that I attended Columbia High School (NJ), which is where ultimate frisbee was invented.
Echo: Very interesting. Did you have any teacher that significantly impacted you? Why?
Mitchell: Yes, Mr. Himelstein; he taught environmental science. I was on a field trip at a pond, and all of us were standing there

listening to his lecture. As he stood chest deep in the water, he caught a snake, held it up and continued to talk about what kind it was and so on. That was the moment I decided he was probably the coolest teacher I'd ever had.

Echo: What were your previous careers and what provoked the change?
Mitchell: I was many things. Let's see...I was a chef, I worked for a company building swimming pools, I've worked for a wheel chair bus company, and I've done some work with disabled children and adults as well. What provoked the change was that I just wanted to get back into the education field and help people.

Echo: What sparked your interest in working for Mt. Greylock?
Mitchell: I was looking to move to this area anyway. I was also attracted to the school's size. It's about half the size of other schools I've visited.

Echo: What was your first impression of the school's environment?
Mitchell: The first thing I noticed was that the school is very small, almost intimate in a way. I find it makes it easier to know everyone.

Echo: Your favorite thing to do outside of school?
Mitchell: I like to go hiking with my camera.

Echo: Main goal for this year?
Mitchell: Simple, survival (chuckles).

Echo: If not from the Berkshires, where would you most like to live?
Mitchell: I would love to live on the coast of Oregon, definitely somewhere out west.

Echo: Red Sox or Yankees?
Mitchell: Who? I'm sorry, did you say the Mets?

Echo: A slight disagreement there, but fair enough (chuckles). ♦

Brandon Price - Math



Photo courtesy of Ian Culnane

Echo: How long had you been teaching before coming to Mt. Greylock?
Price: I worked for five years at Pittsfield High School before coming here.

Echo: Where are you originally from, and why did you decide to become a teacher?
Price: I'm originally from Pittsfield, and my family is made up of a lot of teachers, so it's something that has always been familiar to me. That definitely played a role in my decision, but I was also a math major and had worked with kids before, so it all felt very natural to me.

Echo: Where did you study to become a teacher?
Price: I received my undergraduate degree from Westfield, and I'm currently finishing up three classes at Western New England for my Masters degree. The program is made up of Masters math classes designed specifically for teachers.

Echo: So, what attracted you to Mt. Greylock?
Price: The first thing that attracted me to the school was the teachers. Second was the school's great reputation. Another thing is when I attended one of my first meetings here, I saw that there were students in it; that really impressed me. The students had great ideas.

Echo: What was your first impression of the school environment?
Price: One of the first things that I noticed is that everyone is involved in something. You know, whether it's sports, P.E.P. Club,

drama or even the Echo itself. I don't think I've met someone yet who isn't involved.

Echo: Okay, now the serious questions. What's your favorite thing to do outside of school?
Price: I'd have to say it's definitely snowboarding.

Echo: Favorite football team?
Price: Patriots.

Echo: Alright, Red Sox or Yankees?
Price: Red Sox. ♦

Jennifer Buda - Paraprofessional

Echo: Where are you originally from?
Buda: I'm originally from Pittsfield, but I've been living in Lanesborough now for the past twelve years.

Echo: What were your best and worst classes in high school?
Buda: I've always been really great at Math. I always got straight A's in those classes, but my worst would be social studies.

Echo: Did you have a teacher growing up that significantly impacted you? Why?
Buda: Yes, I actually had two. Mr. Collin was my fifth grade math teacher; I liked him a lot, and it was in his class where I discovered my interest for the subject. The other teacher was Mr. Udel. He taught English, and I actually still keep in contact with him today.

Echo: Where did you attend college?
Buda: I actually got my license right out of high school to be a hairdresser. I attended PHS, and that was one of the programs they offered there. I also went to BCC and studied business for some time.

Echo: What were your previous careers?
Buda: I started off as and still am a hairdresser. I've also worked for Berk, I did private care duty and also did some nursing at Melborne.

Echo: So, what sparked your interest in working at Mt. Greylock?
Buda: Well, my sister told me about the po-

sition that opened up and said she thought I would be great at it. So I decided to give it a shot, and so far it has been great.

Echo: What was your first impression of the school environment?
Buda: That all of the kids are really nice. I was very surprised to see how well students treat those with special needs, and is also seems that everyone is willing to help.

Echo: Your favorite thing to do outside of school?
Buda: I like to do hair (chuckles), and I also love to watch my kids play sports.

Echo: Your main goal for this year?
Buda: Just to make sure that I'm liked and to know that I'm doing my job right.

Echo: If not in the Berkshires, where would you most like to live?
Buda: Well, my family has been trying to get me to move to Florida, but I honestly would like to stay here. I like the fact that we get all four seasons. It's nice.

Echo: Red Sox or Yankees?
Buda: Red Sox

Echo: Good choice (chuckles). ♦

Interviews have been edited and condensed. To nominate a teacher or faculty member for the "Community" section of our website, contact the editors at mountgreylockecho@gmail.com

Superintendent Search

Continued from Page 1.

on possible candidates. The committee met again on October 9 to finalize the interview questions. Applications for the position of superintendent closed on October 10. The questions and list of candidates are strictly confidential at this point in the process.

Even though the first application period closed, the committee's work was far from over. "The committee [met] again in executive session on Wednesday, October 15... to review the applications and decide who, if any, meets the established criteria," said DiLegio. Meeting that criteria isn't easy. With the help of numerous surveys and the ARS, the search committee has created very strict criteria and guidelines in hopes of finding the perfect candidate to fill Ellis's shoes.

Describing what comes next, DiLegio said, "We would then schedule initial interviews with those [candidates] selected. At the end of all interviews, the committee would then select candidates to advance for consideration to the full school committees," referring to those full committees

of Mt. Greylock and Union 71. She continued, "Site visits and further reference checks would take place as part of those committees' processes. The interviews conducted at that level would be public, as would be the names of those advanced."

As of October 16, a second round of applications were submitted to the search committee. The most important part of this search is that the proper person is chosen for the position, which will require a diligent search. The second round of applications is a perfect way to make sure no potential superintendent falls through the cracks.

The search committee still has a long road ahead of them, with many formalities, interviews and meetings before it decides on a new Tri-District superintendent. "It is always a challenge to find the right person," said Thistle. "I am confident that we will all take our time and that we will collaborate to find the best person for our community." ♦

Greylock Seeks Re-Accreditation from NEASC

By JOEY GAIS

In April 2016, the New England Association of Schools and Colleges (NEASC) will decide whether or not to re-accredit Mt. Greylock. A group of teachers and administrators from NEASC will come to the school, interview parents, teachers and students about various aspects of the school, talk to other Mt. Greylock staff members and hold meetings with the School Committee. In addition, they will take a look at Mt. Greylock's curriculum and determine whether or not the curriculum succeeds at preparing students for after high school.

According to Principal Mary MacDonald, who also has been on visiting committees that assess schools for accreditation, "It's a very intensive process."

After the visit, the committee will compare its assessment about the school to seven standards. If the school holds up to these standards, then the committee will recom-

mend NEASC to re-accredit the school. If not, the school may have to change certain aspects required for re-accreditation.

Private bodies accredit schools. Schools not only have to uphold state education standards, such as the Massachusetts Comprehensive Assessment System (MCAS) in Massachusetts, and federal education standards, such as the Common Core, but also the standards of the accrediting bodies.

Demonstrating that a school is worthy of re-accreditation is no easy process. While Mt. Greylock successfully passed NEASC's standards in 2005, the school "had problems in the follow-up meeting five years later," said MacDonald. "We had problems particularly with our building; our auditorium wasn't fit for theatrical performances, and our science labs lacked a few important safety precautions." Since then, the school has added fire blankets and

eye-washing stations to the labs in addition to addressing many ventilation problems. The auditorium, however, still needs a new fire curtain.

Debate continues over whether Mt. Greylock should continue seeking accreditation. Accreditation does show colleges that students are getting a good education; a college knows that a student with an A in a class truly did perform well. According to social studies teacher Peter Niemeyer, who has played a role in Greylock's accreditation, "Accreditation means that our standard for a quality education stands up to an independent standard at a regional level. It also gives us a way to periodically look at our school and try to continuously improve it."

Still, some schools have moved away from accreditation in favor of using resources to directly improve the school.

Lenox High School, for example, recently did not seek re-accreditation and instead used its money elsewhere. Schools spend upwards of \$20,000 dollars on the accreditation process according to MacDonald, providing food and lodging for the visiting committee as well as some sort of compensation for the two teachers of the school that head the process. Administrators also spend much of their time on the accreditation process, as preparations take about a year.

Despite these reasons, Mt. Greylock will seek re-accreditation. "We want to formally show that we have made changes since 2010 when Dr. Ellis took the helm and have addressed many of the previous safety concerns," said MacDonald. "But will we seek accreditation 10 years from now? I'm not so sure about that." ♦

Coyote Flaco Review

By HANNAH FEIN and ANYA SHELDON

As the weather slowly descends into an increasingly frigid state, it becomes more important to escape into places of warmth and comfort every now and then. Unfortunately, most of us can't go live in Tahiti every time it gets cold, so we must look closer to home for a chance to recover. As luck would have it, one such opportunity lies on 505 Cold Spring Road in Williamstown. Enticing passers-by with promises of the "fine cuisine of Mexico and Spain," Coyote Flaco, we decided, would be the perfect place for the season's first review.

Immediately upon entrance, we could sense that the restaurant's interior achieved the rare sensory balance sought after by so many others. It could not have been any more charming. The room, bathed in the warm glow of dimmed lighting, was spacious but made cozy by a selection of art, lamps and sombreros that hung from the walls. A delicate gate adorned with candles semi-divided the main dining area, creating a sense of intimacy, while each table featured a simple flower centerpiece. Upbeat Latin music floated through gaps in conversation but was not intrusive.

The restaurant was busy, but it was only after a quick wait that the five of us were seated. The menu offered about 20 different appetizers (\$5-10) and entrees (\$12-20) in addition to a number of daily specials. After a 20 minute wait during which we dug into a complimentary basket of salted tortilla chips with salsa, our dishes arrived.

Our party had decided on two varieties of the Enchilada Oaxaca (\$14) dish. The Oaxaca, named after a southeastern city of Mexico, provided a window into the unique regional cuisine. One plate boasted dark blue corn tortillas bursting with tender beef. Though not steaming hot, the meat provided a balanced combination of sweet and spicy flavors, with the mole sauce featuring



Photo courtesy of Hannah Fein

The window in the entrance to the restaurant on Cold Spring Road reads "Welcome to Coyote Flaco."

a subtle hint of chocolate. Our second order of Oaxaca was a vegan variation, with vegetables instead of meat or cheese, and we appreciated that the waitress was very accommodating to our vegan party member's specifications. Both dishes were accompanied by a scoop of perfectly cooked rice and tortilla shells filled with black beans and guacamole. With its professional presentation, flavorful meat and sauce, and filling serving size, this dish was a crowd pleaser; one of our party members declared it was "a party in [his] mouth."

The Quesadilla Linda (\$14), translating to "beautiful quesadilla," did indeed live up to its name. Complete with four quesadillas overflowing with cheese, ground beef, mushrooms and baby cactus as well as a small salad, sour cream and a generous amount of guacamole, this dish was a sight to behold. More importantly, however, was the flavor, which was also a success. Though the meat could have been more evenly distributed, its rich combination with the cheese was delicious, as was the dish's satisfying serving size.

The Enchilada Roja (\$14) arrived with a flourish: flanking the two soft, deep red tortillas were scoops of rice, beans and guacamole similar to those of the Enchilada Oaxaca. A dappling of melted cheese swept atop the tortillas, one of which was filled with chicken and the other with ground beef, although other meat and veggie fillings were available. The enchiladas rested in a layer of red sauce which fortunately did not add any sogginess to the food, instead only furthering the rich, sweet flavor. The chicken, with impeccable texture and flavor, created a filling, first-class enchilada without the grease or clumpiness that accompanies many half-hearted renditions at lower quality restaurants. The ground beef enchilada, with meat of a softer texture with slightly fermented-tasting undertones, was a close runner-up to the chicken. The chilled guacamole was a perfect mix of fresh avocado, tomato and a hint of lime that smoothly complemented



Photo courtesy of Hannah Fein

Enchilada Rosa (\$14)

the enchiladas.

Having read the menu's description of the Flautas de Pollo (\$8) as crispy chicken tacos, we were surprised to see they did not meet our Americanized mental image. As it turns out, flautas mimic the tubular roll of taquitos, another well-known Latin dish. Ours, which were indeed delightfully crispy, came stuffed with juicy chicken and were dotted with sweet agave syrup. Accompanying the four flautas was half an avocado piled high with tomatillo sauce and crunchy plantain strips.

Though our entrees left us stuffed, we couldn't resist the tempting options of the dessert menu. We shared an order of churros (\$6), whose warm, rich dulce de leche interior nearly rendered us speechless. The churros were coated in a layer of cinnamon sugar and accompanied by slices of baked apple and scoops of custard and whipped cream. Our second dessert, Torta de Tres Leches (\$6), or cake of three milks (evaporated, condensed and whole), featured a smear of sweet red syrup and a dollop of whipped cream alongside a slice of moist butter cake. Unlike most generic baked goods, this Spanish cake's liquidy texture was surprising. While a few of us were wary of this unique consistency, most of our party gushed with positive feedback.

Our dinner at Coyote Flaco was a huge success. We were delighted not only by the authenticity of the rich dishes but also by the friendly waitresses who checked in on us with excellent service and the cozy decor that gave the space character and charisma. As a bonus, Coyote Flaco is owned by members of the Greylock community, and we spotted some familiar faces among the wait staff. In all, we could not be any more satisfied with our wonderful dining experience, one that we would be happy to repeat many times in the future. ♦

Greylock Garden Grows This Summer

By WILL NOLAN

Tucked behind the extensive array of athletic fields at Mt. Greylock, students and teachers have helped cultivate a prosperous garden. Since its founding in 2009, this attempt at a greener school has provided produce for the cafeteria and the broader community. The garden has slowly grown from its humble beginnings, now boasting a drip-tape irrigation system, a plethora of garden tools and a garden shed to house them.

Over the last five years, different groups have been responsible for tending the garden. Over the summer, a combination of Mt. Greylock and Williams College students cultivate the garden, sponsored by the Williams Center at Mt. Greylock, always with the aid of the school facilities member Jesse Wirtes. When school is in session, the necessary planting, harvesting and weeding of the garden are enacted by the Youth Environmental Squad (YES) and its offshoot, the Garden Club. For the last several years, former science teacher Becky Green even taught an Environmental Science class whose main function was to maintain the garden. Science teacher Shawn Burdick has taken over Green's role in the garden since her departure last year. If all goes as planned, Principal Mary MacDonald intends to "leave the garden fallow for a year" to let it recover before delivering it into the hands of a "new, full-time hire next fall."



Photo courtesy of Kaatje White

From left, Ian Greenhalgh ('15), Haley Mahar and Melody Belle Crowell-Morse ('14) display a row of carrots.

This summer, a large crew of Williams attendees, Greylock students and college-bound seniors from Mt. Greylock worked to ensure a promising future for the Greylock garden. They planted a wide variety of salad greens, potatoes, beans, beets and other produce and harvested in cycles in order to keep the beds occupied. In September, a

cover crop of peas and oats was planted on the finished rows, but even now some crops including onions, radishes and cucumbers are ready to be brought to the cafeteria.

Garden apprentices also worked on a successful edging project and added new signage and a welcoming arbor, giving the garden a more prominent place on the school

grounds. Due to the unknown location of the potential new school building, grander improvements such as a new solid fence and expanded beds have been delayed.

The infrastructure of the garden is in place, and its contributions to the cafeteria, faculty and community can only increase. Junior Ben Hynes, a member of the YES club, says he anticipates "a fruitful and productive garden in the future." ♦

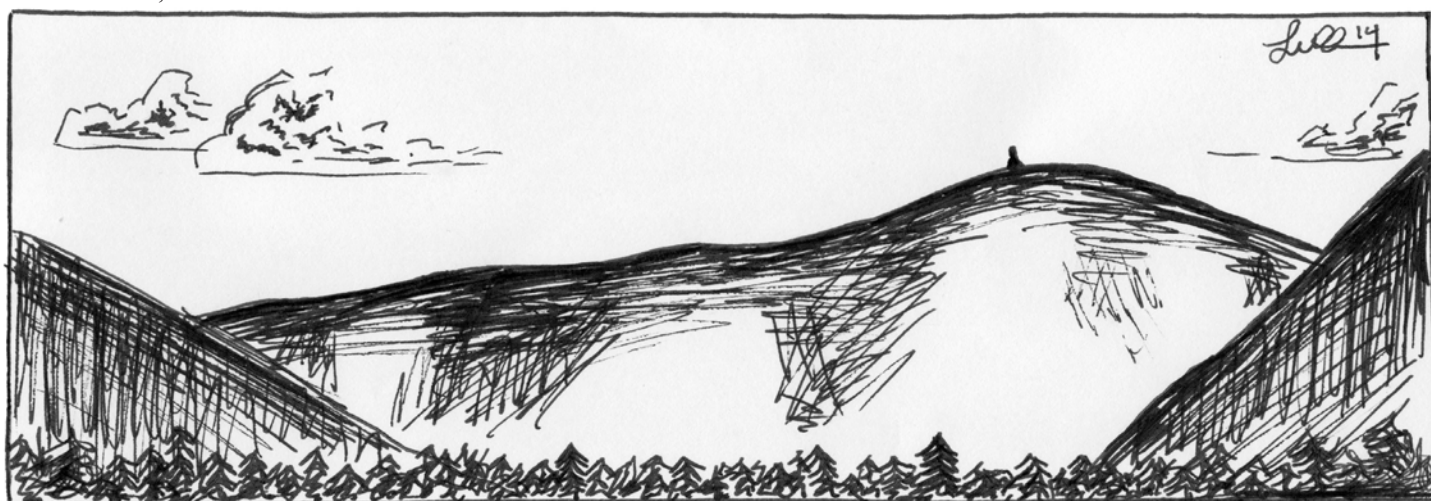
Shakespeare Preview

Continued from Page 2.

though plays are sometimes performed twice by different schools, each play will be unique with the style of each cast and crew. The hard work of the actors, directors and crew is apparent when they perform at Shakespeare & Company.

One of the great things about the Shakespeare program is the bond it creates between the schools that participate in the Festival. The ten schools that participate in the program are Mt. Greylock, Taconic High School (*Twelfth Night*), Taconic Hills High School (*A Midsummer Night's Dream*), Monument Mountain High School (*The Winter's Tale*), North Andover High School (*Romeo and Juliet*), Chatham High School (*Hamlet*), Lee High School (*Richard III*), Lenox Memorial High School (*Hamlet*), Mount Everett Regional High School (*Henry V*) and Springfield Central High School (*A Midsummer Night's Dream*). The schools support each other during performances at Shakespeare and Company and provide an enthusiastic audience.

"Plays are meant to be performed live, and Shakespeare in particular loves to engage with audiences," said Josh, "You'll see asides (talking to the audience) or soliloquies (long speeches with the character alone on stage) in his writing a lot. Those are moments where his characters are sharing their thoughts exclusively with the audience. Having supportive faces in the crowd is helpful for those moments, as well as boosting the energy of the entire show!" ♦



Artwork by Lilly Crolius ('16)