

04

The Student
Journey

06

The Alumni
Journey

10

The Teacher &
Tutor Journey

14

The Diversity,
Equity & Inclusion
Journey



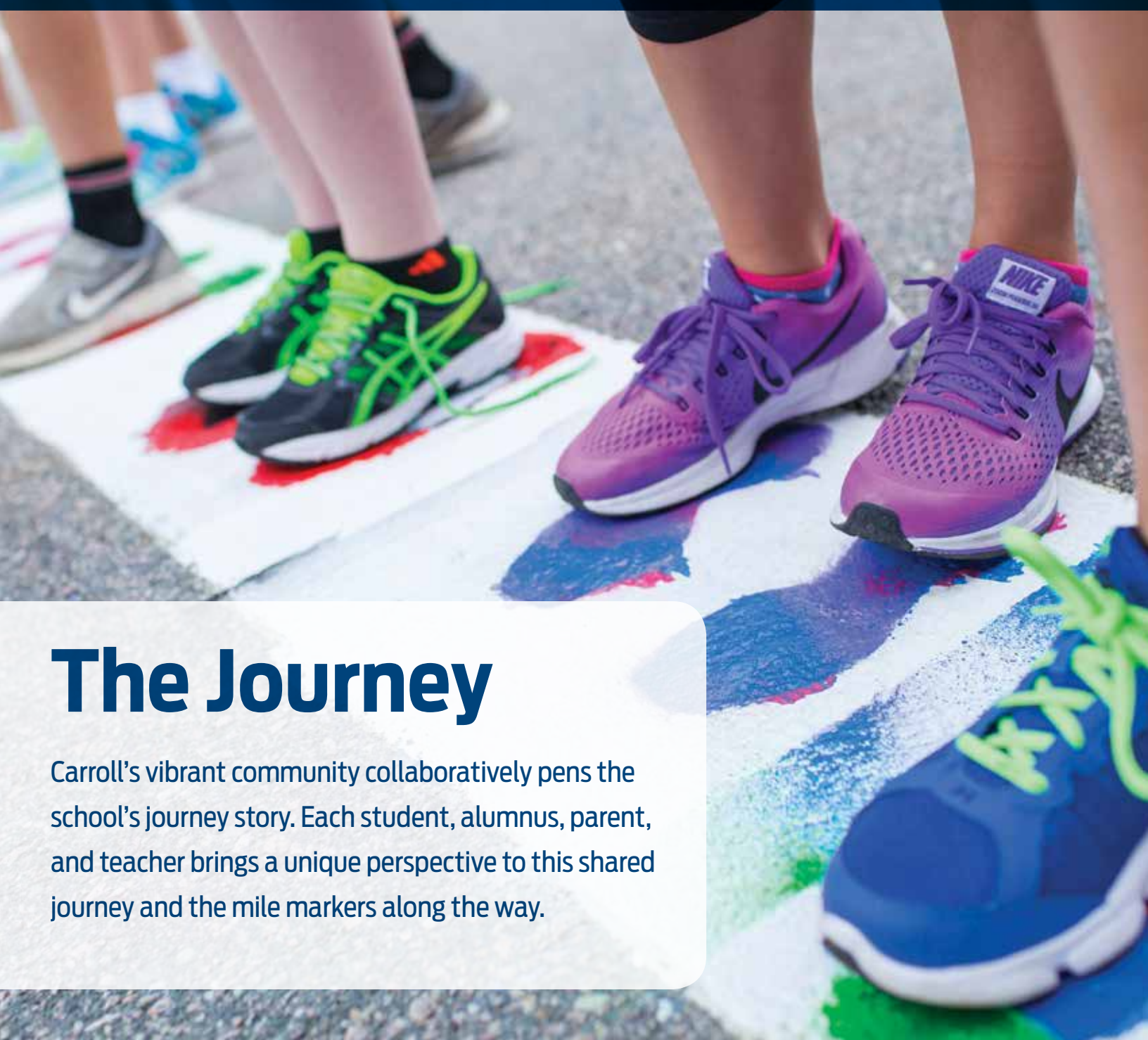
CARROLL connection

2019-2020

carrollschool.org

The Journey

Carroll's vibrant community collaboratively pens the school's journey story. Each student, alumnus, parent, and teacher brings a unique perspective to this shared journey and the mile markers along the way.





STUDENT JOURNEY (p. 4-5)

- S1** Michael Anderson
Grade 5, 2nd year at Carroll

S2 Iris Bishins
Upper 9, 6th year at Carroll

S3 Ellery
Upper 8, 1st year at Carroll

S4 Gab Epstein
Grade 7, 3rd year at Carroll
- S5** Queton Francis
Grade 8, 4th year at Carroll

S6 Alex Shapiro
Upper 8, 1st year at Carroll

S7 Lia Silva
Grade 6, 3rd year at Carroll

S8 Nadline Vitale
Grade 3, 2nd year at Carroll

TEACHER/TUTOR JOURNEY (p. 10-11)

- T1** Kwame Cobblah
Middle School Dean of Students
7th Grade Team Lead & History Teacher
1st year at Carroll

T2 Mary Lussier
Lower School Tutor
13th year at Carroll
- A1** Nicolas Antonellis '13

A2 John DeFina '87
- P1** Debi Laster

P2 Jeremy Nesoff

P3 Susan Wagner
- T3** Lizzie Pond
4th Grade Language & Home Room
Teacher, 5th year at Carroll

ALUMNI JOURNEY (p. 6-7)

PARENT JOURNEY (p. 8-9)

contributors to this issue



Steve Wilkins' Message

In monthly information sessions with prospective parents we always tell them that Carroll enrolls one type of student. We're very specific about that. Carroll children are bright, motivated, well-behaved students with language-based learning difficulties. It just turns out that we have 429 students in the school and, therefore, 429 variations of that theme.

We carry that notion forward into this issue of Carroll Connection. Carroll students share virtually the same journey but describe their unique experiences at each mile marker along the road. Each student has unique DNA and a unique learning profile, and Carroll responds to an individual's differences by hand-crafting their daily schedule of classes and instruction. Yet, their stories are so similar.

The journey's scaffold is a pattern that has endured through generations of Carroll students. It starts like this: A bright little kid in preschool becomes a shell-shocked first grader when reading is introduced as the gold standard for who is, and who is not, a good student. This bright young child rather quickly begins to understand that there is a difference. School becomes a less wonderful place with each turning page of the calendar. Why is reading so difficult? Why is this so much harder for me? Am I smart or am I stupid? Why do kids laugh at me when I can't succeed in my classroom? These brave students endure this injustice for varying lengths of time but for each of them, eventually the bubble bursts.

Historically, Carroll parents are fighters as advocates for their children. The decision to move to Carroll is multi-faceted: upheaval from the current school and friends, time-consuming carpools, tuition payments, denial and bargaining, and eventually acceptance that one's child needs a different school. It isn't easy to think about coming to Carroll. It is even harder to actually make the move.

The student journey leads us further up the path to their earliest days at Carroll.

There they all found comfort in being in a school that knows how to teach them. Students all discovered that there are lots of kids just like them. They found themselves among other smart children who struggled with reading-related tasks but who thrived in science, arts, athletics, problem solving, design thinking, leadership, or service to others. The realization that dyslexics are really good at many school tasks carried them through their years at Carroll.

The story moves beyond Carroll, into the next schools and colleges, and onto careers and happiness in life. The experience of learning at Carroll opens up wide opportunities for our students. Coming to grips with the differences of dyslexia early in life creates children who are gritty self-advocates, knowledgeable about how they learn, and determined to succeed. So often, a well-remediated dyslexic has experienced just the right amount of adversity in childhood to create a powerful and compassionate adult.

The Student Journey



Before Carroll

Iris: It was difficult because my previous school was trying to help me but didn't know quite how. They tried a lot of different methods but none of them were working.

Gab: I had in-school tutors 2-3 times a week during recess. I'd see all my friends playing out on the field and wish I was there. I remember always saying, "I hate school."

Lia: I liked school but mostly because I had good friends. Academically, I really didn't enjoy it and was not really excited to go to school.

Ellery: In 5th grade, I started to notice that there were some problems. I started not wanting to go to school. When I was there, I didn't try because I didn't think I had any potential.

Queton: School was pretty difficult before Carroll. It felt like I had to put in twice the effort as other students. It made me feel like I had less of a brain than the other kids.



Getting to Carroll

Lia: I remember my parents telling me I got accepted into this school called Carroll and asking if I wanted to check it out. I started screaming, "No I can't go, I can't leave my friends!"

Iris: I remember visiting Carroll and seeing all these kids being able to write and do what my 3rd grade class was doing, but they could do it even though they had similar differences as me. It made me envy the strategies they had.

Alex: When I visited Carroll, I was surprised how small the classes were. The teacher was going around the room and making sure each kid was on the same spot. If not, the whole class stopped and they'd go over it all again. I called my mom and said, "I think this is a good school to go to."

First Days at Carroll

Nadline: The first day I went to Carroll, I was feeling nervous because I thought everyone would not like me. But I felt confident that I could get through it even if it was hard. I made a friend one day and another the next day. Soon, the entire class was my friend.

Ellery: I didn't really want to leave my old school because 8th grade is a big year - it's the year that everyone gets closer. Within a few months, I'm already so close to everybody here - closer than even the friends at my old school.

Queton: On the first day at Carroll, everything felt calmer. It seemed like the teachers were there to help each person as an individual. By the end of the day I was excited to learn more about my new school because I felt like I finally had an opportunity to learn.

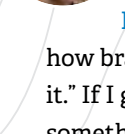
Lia: After school I remember telling my mom, "It was awesome. I can't wait to go back."



During Carroll



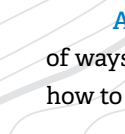
Ellery: At Carroll, teachers actually want you to get your work done and want you to do well. They get that we have struggled in school and that we're still working on it. They support you.



Nadline: My tutor has changed me a lot. She has showed me how brave I am. When I can't believe in myself, she tells me "I can do it." If I get stuck on a word, she tells me to use my skills. And after I do something incredible, she gives me a hug and says "you are amazing."



Queton: Carroll is a school and community that accepts all types of learners. It's a place that has many diverse categories of activities in and out of school and many different paths.



Alex: My English teacher has helped me a lot. She's developed a lot of ways to help me study and get work done. And she has helped me learn how to do it in the correct order so I can stay on track with my work.



Michael: I like doing projects. At Carroll, teachers tell us we can use our hands and whatever supplies we want. This year, for the Legend of Sleepy Hollow project, I got clay, model magic, string, popsicle sticks, cardboard and built a giant set of Sleepy Hollow.

Lia: The Fab Lab is very cool. It's just an awesome time to be creative and make your ideas into something bigger.



Moving Forward



Iris: I'm going to take everything that I've learned at Carroll and apply it at my next school. I'm taking the reading skills, note-taking, and other strategies my teachers taught me. And maybe I'll integrate that or switch it up to make it work for me.

How have you changed as a learner or person?

Alex: Carroll gives me what I need. Teachers come to you before you go to them, when they think you're going to struggle or when you're in a situation where you are struggling. They make sure you find a time to meet.

Nadline: Now, my mom always smiles when I read to her. I don't need anyone to read to me or have someone help me to read. I can just read by myself. I feel proud of that.

Iris: Having dyslexia gives me a reason to work 10 times harder, to strive to get that A on a test or to have great comprehension of a book. Seeing the struggles that I've gone through, I know that I don't want to do that again.

Lia: At Carroll, I feel like I found myself.

Queton: Carroll has made me a more efficient learner. Before Carroll it was very hard to write any type of literature. By the end of 5th grade, journals became my favorite part of writing.

Gab: My reading skills. When I'm going to bed I like to pick up a book. Sometimes I'll get lost in it and read until midnight.

Ellery: Confidence. I've only been here for 5 months and already I have much more confidence asking questions in class. At my old school, I never raised my hand. Now, I'm fine talking to teachers or raising my hand. It's good.

Michael: I would say I changed because I have more strategies now.

The Alumni Journey

Before Carroll



Nick: Before I was tested for dyslexia, my teachers thought I needed glasses because they noticed that I was squinting and holding books close to my face. I got new glasses but I still couldn't read. I came home from school crying. I thought I was dumb and that I was going to fail in life because I couldn't read.



John: It was a grind. It was a confidence "kick in the butt" every single day. I was fortunate that I had a terrifically supportive family. But at school, I knew that I was behind and I just didn't know how to catch up.

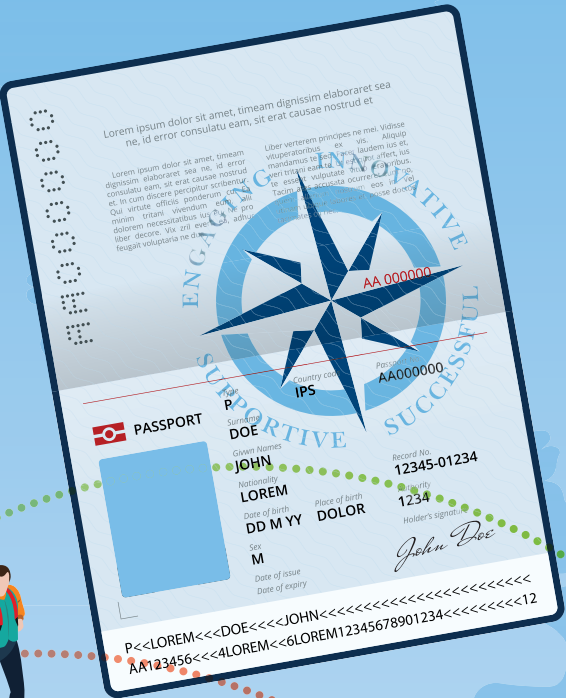
Getting to Carroll

Nick: I came to visit when I was in 2nd grade. I liked the school but I didn't really know why I was there. When we found out that I got in, my mom cried because she was so happy. I remember feeling upset because I didn't want to leave my school and my friends. In hindsight, I am eternally grateful because, if I had stayed in public school for 3rd grade, I would've been in a hole.

John: My mother told me about Carroll and I was not excited about going there because it felt to me that I was being singled out again. All my friends were going off to middle school and I had to be the different one. I remember thinking, "I must have to go to this school because I'm either stupid or I just couldn't hack it like everyone else."

During Carroll

Nick: The change was astronomical. I went in as a boy who didn't like school and didn't think I was going to amount to anything. I left with lifelong friends and lofty aspirations for myself. I wouldn't have dreamt of being a neuroscience major had I not gone to Carroll. It started with building my confidence in the classroom. Just doing that gives you the tools to go forward and succeed after you leave Carroll. Another key element is being surrounded by a group of peers who also struggle in a similar way you do. You no longer feel left behind. You start not noticing your learning difference and start feeling like a normal kid.



Leaving Carroll

Nick: I was very melancholy about graduation. I was excited to move forward and go to high school. But I was sad because I was leaving a home and good friends. In my first few months of high school, I was feeling homesick. It wasn't until I came back during Homecoming in November that I felt better.

John: There was a lot of uncertainty. I remember leaving graduation with a smile on my face. I felt like, for the first time, school was not going to be a daily headache. But it didn't all click right away. It was about halfway through high school when the academics all started to make sense. Once I got honor roll for the first time, I finally felt like a regular student, no longer "John Defina, the student with learning disabilities."

After Carroll

Nick: Being a dyslexic in college is the greatest thing in the world because you can let your mind run wild with all these ideas. Your professors appreciate you going to them with a new idea or a different perspective on a topic. Mr. Brown said this all the time "Dyslexia is not a disability. It's a gift." I 100% agree with that.

John: In college, being dyslexic taught me not only how to figure out how to struggle but it also gave me the ability to think outside the box. And that applies today in my life. I can teach in so many different ways because I've had to learn things in so many different ways. From Carroll, I learned that it's okay to take a couple extra seconds to process. I learned different strategies so that I can say to a student who is struggling, "If this way doesn't work for you, let's try it a different way. If the writing doesn't work, let's take a picture. If the picture doesn't work, let's try it verbally."

Thank you Carroll!

Nick: Thank you for allowing me to go to Carroll. Thank you to my friends. Thank you to my teachers who put this all together for me. Finally, thank you to Mr. Brown, Mr. Wilkins and the supporters for keeping the doors open. Keep doing what you're doing. Giving kids confidence in the classroom and allowing them to explore their ideas are such important things in the world today.

John: Not just a thank you for me, but thank you for helping my best friend's son - Connor Mulready. Connor is this amazing person and sometimes he didn't see it. Carroll helped him get to where he is today - a smart, ambitious and amazing young man succeeding in high school.



Nicolas Antonellis '13
6 years at Carroll (Gr. 3-8)
Sophomore at Bates College,
Neuroscience & Psychology major



John DeFina '87
2 years at Carroll (Gr. 7-8)
Middle School Math &
Special Education Teacher,
Boston Public Schools

Alumni Journeys

We asked a few Carroll alums to share how the school helped them get to where they are today.

Richard Eaton '77
Head of Operations, Highlights for Children
Carroll was instrumental in teaching me how to approach learning in a way that worked for me. I still remember the day that I was asked to read a short story to the class and I made it all the way through without getting hung up on a single word. It was the day that I started believing in myself.

Cara DeRosa '87
1st Grade Teacher
Carroll helped me unlock words and taught me to read! Carroll supplied me with life-long tools to succeed academically into graduate school and my professional career.

Robert Flynn '89
Principal, Employee Benefits Consultants of New England, LLC
The school has given me the tools, skills and confidence to be successful in all areas of my life.

Adam Osborne '95
Research Scientist, MassBiologics
Carroll helped in so many ways. I would say without Carroll School, I would not be where I am today. Carroll School taught me not so much to overcome my learning disabilities, as to leverage them to my advantage. One concrete thing that Carroll did was to foster a love of reading, something that I struggled with and feared before Carroll. Now I can't stop, whether it be a good novel or a scientific paper.

Michael Weiner '95
Child Support Enforcer, Department of Revenue
Carroll taught me how to turn my disability into a strength. They also taught me how to teach myself. Larry Brown was the leader and inspiration to us all to never give up.

Lucas Pelz '02
Boston College, MBA Graduate Program
Carroll had a lot to do with my career path and where I am today. It was a collection of experiences, events, teachers, and techniques that molded me into the man I am today.

Christian Mallen '10
Writer, Director, Actor and Starting a Film Production Company
Carroll gave me confidence that no other school could. They taught me that even with a learning disability there are no limitations on being successful.

Nina Rich '10
Elementary School Teacher
Carroll helps me to help my students become more passionate and excited about learning.

Benjamin Spooner '11
Student, Rensselaer Polytechnic Institute
Carroll taught me that my brain works differently and they gave me useful tools to cope with my weaknesses, but also showed me my strengths.

Hannah McGrath '15
Student, Kimball Union (Accepted to Hobart and William Smith College)
Carroll made me believe in myself and helped me know that there is always other people like me.

Lila Glanville '18
Student, Brewster Academy
In English and History we have started writing long analytical essays. The skills and graphic organizers Carroll gave me have helped me organize my thoughts in a constructive efficient way.

Dallas Rachal '18
Student, Chapel Hill Chauncy Hall
Carroll helped me become more confident in myself and taught me how to face my problems with school head-on instead of running away.

The Parent Journey



Getting to Carroll



Susan: We came to tour the school. I had the feeling that this was a great school but socially I was concerned for our daughter. We applied to the summer program to see if she would like it. Within the first week, she said "This is the best school ever." So we applied for the academic-year program.

Debi: I didn't know anything about Carroll. At the Info Session, they told us about their approach to learning and it all sounded great. But, I still had this nagging doubt. Then, Ben and I came in for his visiting day. He came out and he smiled ... a big smile. It was the first time I had seen Ben smile in 3 years. That's when I knew. This is the place for him.

Jeremy: We went to the Open House and it was this "a-ha" moment. They presented the profile of a Carroll student and it was like a checklist of Leo, describing him to a "t". It was like we found a home for him - a place where the school work was much more engaging, authentic and relevant to his life.

Before Carroll



Debi: School was frustrating for Ben. His teachers would tell me, "He is a model student. We wish we had a whole classroom full of Ben's." But as soon as I would pick him up, he'd fall apart. There would be emotional outbursts, explosions, frustration, ripping up of homework. After we found out he was dyslexic, his school would not service him. They told us to wait so he could fail just a little bit longer.

Jeremy: In 6th grade, we started to notice Leo struggling in ways that concerned us at school. His personality, spirit and resilience were not negatively affected. But the homework battles and work at school were getting worse. School just didn't speak to him.

Susan: In first grade, things started to unfold. My daughter was struggling and there was this little boy making fun of her for not being able to read. Her confidence went from this bright, beautiful girl to "I hate school. I don't want to go. Please homeschool me."

First days at Carroll



Jeremy: Leo was very excited. For us, how long he has to ride the bus is really big, one of the hardest parts about going to Carroll. But, the fact that he wakes up at 6 am and is out the door at 6:35 with all his things - together, ready to go and happy - is honestly a minor miracle.

Debi: Ben and I were feeling cautiously optimistic. At the end of the day, Ben had this light to him. He didn't break down in the car like I was used to. I asked him if we were going to go back tomorrow and he said "oh yeah."

During Carroll

Debi: Ben's teaching team made it super easy to navigate Carroll as a new parent. They knew him in a matter of days. They could see him. They could see his potential. As for Ben, he had more energy to do things. He was tired because he worked REALLY hard but it was different. It wasn't this emotional, energy-sucking "I feel like I've been run over by a truck" tired. It was more like "I'm tired but I accomplished something today and that makes me feel really good."

Jeremy: The change in Leo comes down to his identity as a successful student. At his prior school, we had started to see some defeatism when it came to reading, writing, and in other academic areas. At Carroll School, I see him with a lot more confidence, speaking up and being an advocate for himself. I see this new ability to engage in discussions with adults, to have big ideas, and to continue to be himself in that ... it has been wonderful to see.

Susan: As a parent, it was a bit of a learning curve. I put my faith in the school but still couldn't grasp it. At the first Parent Visiting Day is when it clicked for me. In tutoring, our daughter was doing O-G activities and I started crying. The tutor asks me if I'm okay and I said, "You don't know how great it is to see my daughter do this."

After Carroll

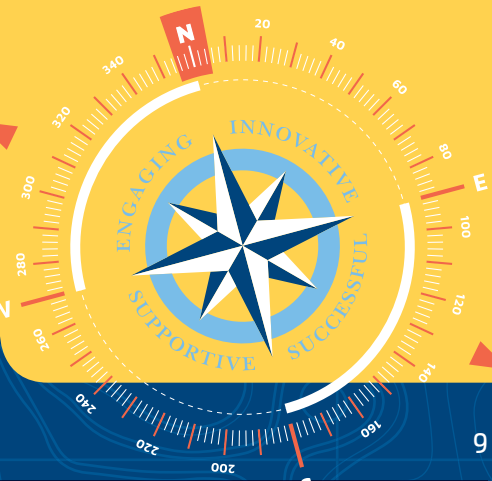
Debi: Ben was entirely prepared for high school. He recently wrote an essay for English class and his teacher submitted it to a literary magazine. He has launched. I'm a cheerleader and a supporter but he just does his own thing. I never thought it would be like this ... never. It's great.

What makes Carroll "Carroll"?

Debi: What makes Carroll unique are the teachers and staff. They accept kids. They helped Ben accept and understand himself. And through his acceptance and understanding, he was then able to start to achieve his potential. It's amazing.

Jeremy: The teachers and staff really know Leo, as a person and as a student. To have him in a school that knows him, that appreciates him, that values him and supports him is truly priceless. And, Leo is getting strategies to help him succeed. We've seen this incredible shift in him where he comes home and does his work himself. He gets it done.

Susan: Our daughter is a different kid today than 1 ½ years ago. She is this confident, get up, get dressed, ready to go to school kid. Even in a short few months since starting Carroll, our son is much more confident. At the recent Parent Visiting Day, the history teacher had all the students stand up and speak. In my mind, I'm saying "He would never EVER had done this at his past school."



The Teacher/Tutor Journey

CARROLL
MIDDLE SCHOOL

Becoming a Teacher



Kwame: I come from a family of educators. Being exposed to that culture and seeing the empathy, caring and the thought that goes into teaching, I grew up admiring that.

Lizzie: I went into Special Education because of my own journey as a person with dyslexia. But also, I honestly don't believe in general education. What does that even mean? Why is special ed so special? It's just what every kid needs because everyone's brain is different.

Starting Carroll



Lizzie: The two weeks before school started was when our whole team got to think about how we were going to support the kids as best as possible. At my previous school, we had two weeks of training as well. But it was more about content and what you would be teaching and less about setting up your classroom and thinking about the minds that would be coming in.

Kwame: Coming to Carroll, in contrast to some of my previous schools, I was really shocked at how much involvement that the leadership had in my introduction to the school's culture. I saw that the leaders take a very hands on approach in the training of new faculty. Instantly, I got this feeling that we're all in this together.

Mary: It's such a unique school. There is so much collaboration with your colleagues. People are always ready to help each other. You don't feel isolated or alone as you do in a public school where you don't have as much interaction or support from your colleagues.

Growing at Carroll



Mary: Training here is stronger than at my previous school. A huge part of this community is giving everyone the tools that they need. The initial O-G training is huge because it's at the core of what we do. But then Carroll is really good about providing additional training and continuous learning.

CARROLL
LOWER SCHOOL



Thriving at Carroll

Kwame: In middle school, there were moments that I felt invisible. Being given the agency to give each child what they need, and trying to hold that true, I feel like I have the ability and the encouragement to seek out these students that I see myself in and nurture their identities and skills. That's my draw to teaching here.

Mary: Seeing how the kids' journey changes from when they come to us until they leave, that's what brings me to work each day. Many kids come to us thinking they are not going to be able to learn. Seeing them break through that and making these strides ... it's a great feeling.

Lizzie: Just knowing that the kids that I see every day are getting such a tailored education, that is really what makes me tick. I love working with kids, I love working with teachers and, moving forward, I think about how I can do both at the same time.

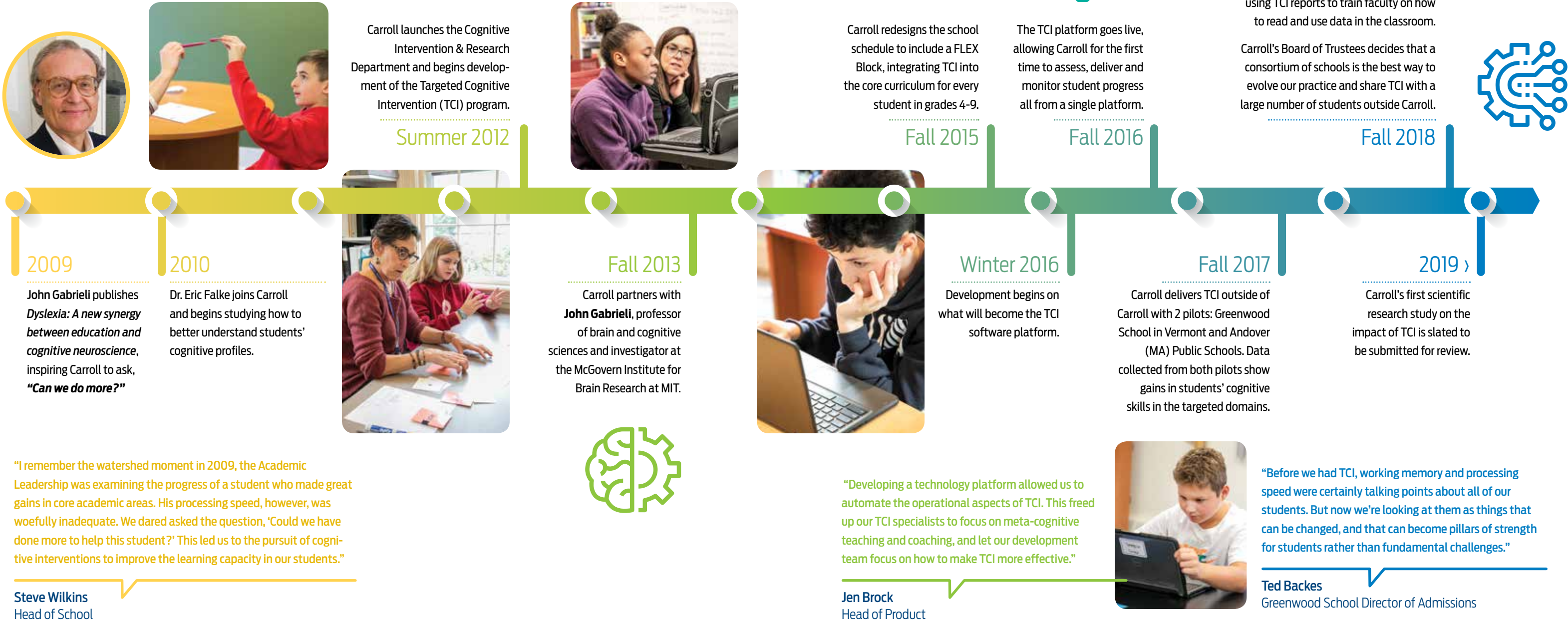
Advice for new Carroll teachers

Kwame: You are coming to an institution where students are highly valued. Through consistent training, we are given these tools to teach students individually. In touring this school, you can see how committed the faculty and staff are. You can see how happy and confident the students are. It's a place that is constantly developing and constantly thriving.

Lizzie: Embrace everything. People's doors are always open. If the lesson the previous day was a total mess, you still have the next day. And no one will come into your classroom with a checklist and say, "You didn't do this this and this." Everyone has that common goal but we know that goal isn't going to be reached every day...it's a journey.

The Targeted Cognitive Intervention Journey

Through its Targeted Cognitive Intervention (TCI) program, Carroll is building students' cognitive capacities and harnessing data to dramatically improve student outcomes. TCI is a valuable ingredient in a comprehensive program dedicated to closing academic gaps in children with language-based learning difficulties. Here are some of the important mile markers along this journey of innovation and outcomes.



The Diversity, Equity & Inclusion Journey

At Carroll School, we value, appreciate, and celebrate difference and strive to create a community that is safe and reflective of the rich and robust diversity of our 21st century world. In 2016, we committed to this by taking strategic action towards a Diversity, Equity and Inclusion initiative. Here are some early mile markers of our DEI journey.



Carroll School begins sending lead administration and interested faculty and staff to multiple DEI-related conferences, events, and trainings. This continues today.

2016



Osamagbe Osagie begins her journey as Carroll's Director of Equity and Inclusion.

Apr. 2017



Carroll Middle School students present a workshop about learning differently at the AISNE Student Diversity Conference.

Nov. 2017



Ruby Bridges visits Carroll School to share her experiences as a civil rights activist.

May. 2018



Carroll's faculty and staff of color meet 1-2 each month as an affinity group. Carroll School is proud to welcome a more racially and socioeconomically diverse student and adult population.

School Year 2018-19



"I went to the SEED (Seeking Educational Equity and Diversity) New Leaders training. A major takeaway was that our curriculum walks through our door every day. The kids are bringing so much into our classrooms each day and we need to recognize, celebrate, and educate each other."

Lizzy Pond
4th Grade Language Teacher

2016-2017

Lead administration engages in 30 hours of training with the Multicultural Teaching Institute (MTI).



"Having the MTI facilitators hold us accountable, challenge our thinking, and build trust among colleagues were essential elements of the training. Recognizing that we are always on this journey is what allows us to be more effective school administrators."

Judi Seldin
Assistant Head of School



Winter 2018

The Reading about Diversity (RAD) program starts in the Lower School. RAD brings in volunteer parents to read and discuss books about diversity and inclusion.

"RAD is the perfect program to get kids talking and learning about differences. The respect and discussions that are being shared in the classroom are honest and open. It's wonderful to see."

DeDe Anderson
Parent of 5th Grader

Winter/Spring 2018

Administration leads Professional Learning Community (PLC) book groups for the entire faculty and staff, a first at Carroll, reading Gary Howard's *We Can't Teach What We Don't Know*. Simultaneously, Osa works with 15 volunteer faculty and staff members, training them to become PLC leaders of their peers in 2018-2019.

"Training to become a PLC leader helped me to connect with colleagues in deep and meaningful ways, even though sometimes topics got 'uncomfortable' or were really serious."

Antoinette Garcia
Admissions Associate



IF NOT FOR Carroll

If Not for Carroll is the first comprehensive capital campaign in our school’s 51-year history. The campaign launched in October 2017 with more than \$20 million toward **a \$32 million goal**. Today, we are thrilled to report that, thanks to the generosity of many, **we have \$24.3 million in commitments**.

If not for Carroll...

Teachers

\$7.5 million

Endowment for Faculty



We know the number one factor in student outcomes is the expertise of the teacher. Improving compensation and investing strategically in professional development are a top priority.

New in 2018-19, experienced teachers and tutors are leading a series of courses that all faculty will complete within the first five years of being at Carroll. They are:

1. Orton Gillingham
2. The Child with Dyslexia
3. Diversity, Equity, and Inclusion
4. Data-Informed Instruction
5. Pedagogy: The Science of Teaching

If not for Carroll...

Families

\$7.5 million

Endowment for Financial Assistance



While our financial aid budget of \$2.455 million is a significant increase from last year’s budget, there is still more to do to support Carroll families. We are dedicated to building a community with many voices and perspectives. Our endowment to assist students who need and deserve a Carroll education will provide a more vibrant community.

“Our daughter has completely bloomed since coming to Carroll. She has gone from saying ‘I’m not a thinker’ to coming home with dreams of being an anthropologist. When she got in, I had palpable relief but I knew I had to wait to hear about financial assistance. I breathe a huge sigh of relief that it was available to us.”

Carroll 3rd Grade Parent

2019-2020

If not for Carroll...

Students

\$12 million

Wayland Purchase & Lincoln Renovation

Now enjoying our second year on the beautiful Upper School campus in Wayland, our attention has turned to the Lincoln campus. Opening in the fall of 2019, the renovated Gatehouse building will be an educational hub for Middle School students to learn and be engaged in ways that accentuate the strengths within their dyslexic profile.



Carroll Connection

If not for Carroll...

Programs

\$5 million

Annual Fund

The Carroll Annual Fund, providing 6% of our annual operating budget, makes it possible to give each child what they need to unlock their remarkable potential. Each year we rely on the generosity of donors to the Annual Fund which supports our faculty, financial assistance, facilities, and the overall Carroll educational program.



“Carroll School helped me learn and grow into the best possible version of me. I am a stronger, more confident, young woman ... and I am filled with joy and of high expectations of being successful and happy.”

Jackie Kassis ‘13

Yet, our journey continues and we invite you to *join us*.

As you learn more about our campaign, we hope you will consider where your family would be, *If Not for Carroll*, and the impact you can have by partnering with us. We also hope that you’ll share your “If Not for Carroll” story and enjoy the stories already told by alumni, parents, and grandparents which are so powerful.

www.carrollschool.org/carroll-stories

Carroll truly changes lives.

For more information, please contact:
Naomi Hitchcock, Director of Development
nhitchcock@carrollschool.org | 781-314-9737

Each year, our Middle School students participate in a day of poetry. Every student writes or selects a poem of choice, memorizes and practices, then presents to an audience of peers. Leah Woolf, 8th grader, wrote this poem about her journey as a person with dyslexia.

The Sweater I Love the Most

The Sweater I love the most
The one that brings me warmth like
that of a sunrise at the sea coast
It keeps me company when I feel alone

The Sweater is one of my oldest friends
It's embrace is like a hug on a cold winter day
Like sipping hot cocoa after snow play

The Sweater didn't teach me how to read
But it was there as I did the deed
As I learned to love what imagination
created, no matter how crazy

The Sweater stuck with me day after day
For weeks on end we sat and
struggled to keep up in school
with the kids who could be so cruel

The Sweater was my bandage
tor wounds opened again and again
While sitting in that classroom
full of loud children

The Sweater gave me confidence I lacked
Yet I still felt the stress racing down my back,
As my tears overflowed the dam
of my determination

The Sweater cuffs soaked up the tears
It whispered in my ear that I
should face my fears
It comforted me when I couldn't even
see the end of my ocean of misery

The Sweater stayed by my side
When I let my mom wash it and
rid it of it's dirt and grime
It would be gone for an excruciating time

The Sweater always came back,
my sweater superstar
It covered my bare arms and
the invisible scars
that the school days gouged out of me

Then - I went to Middle School
I use my skills and get to feel cool
I have new sweaters

The Sweater I love the most is
argued over by my friends
Each of them thinks they should get it
When I outgrow it

But the thing is
They don't understand the
importance of The Sweater
How it fought with me through every
single day no matter the weather

They don't understand The Sweater is like
a beating heart
A heart way too big to outgrow
like a planning chart

The Sweater heart beats with my own
My heart that often felt so alone
And faced so many traumatic battles

I don't care how it's ripped where I fell
Or how we had to live through hell
I don't care how the cuffs' are
covered in grime

The Sweater I love the most is MINE

By Leah Woolf, Grade 8



Multiple Intelligences Day



Student Council Elections



Lower School Play



Homecoming



Ice Hockey



Dyslexia Awareness Month



Martin Luther King Jr. Day



Upper School Holiday Feast

Activities & Celebrations: A Photo Journey



Soccer



Fab Lab Toy Expo



Fall Festival



Basketball



Ski Club



Bounders Syrup Making



Veterans Day



Today's Hoorays



Scholastic Art Award Winner



Carroll School

25 Baker Bridge Road
Lincoln, Massachusetts 01773-3199



For 51 years, Carroll educators have made deep connections with students and asked, “What can we do better?”

Whether in reading, tutoring, Bounders, science, math, the arts, or in athletics, our mission is to give each child what they most need to unlock their potential.

To do this, we need your support. Investing in faculty, facilities, financial assistance, and the academic program, the Carroll Annual Fund is a critical part of the School’s budget each year.

Every gift – *your gift* – allows us to continue doing what we do best.

Please make a gift to the Carroll Annual Fund today!

www.carrollschool.org/make-a-gift

04

The Student Journey

06

The Alumni Journey

10

The Teacher & Tutor Journey

14

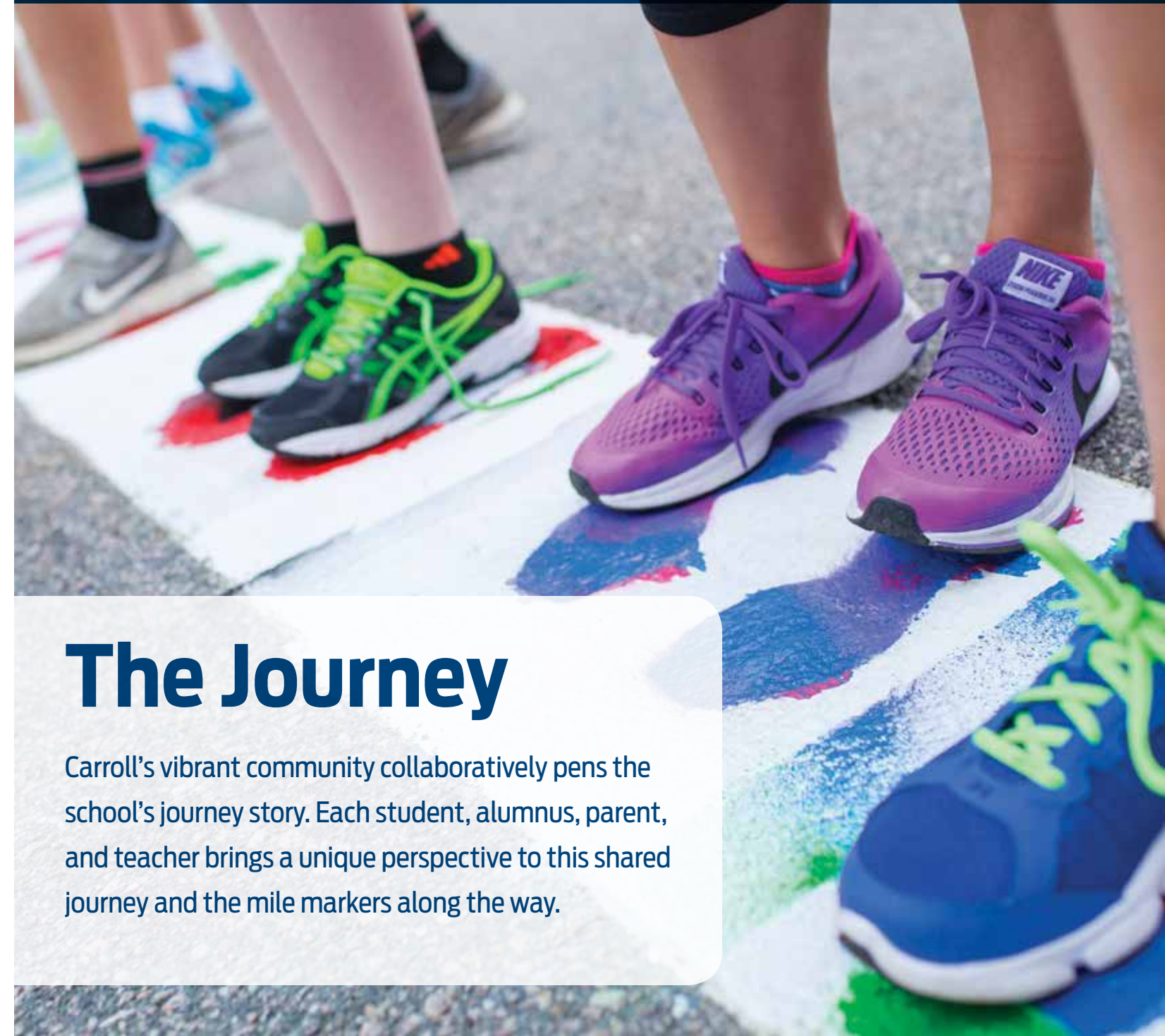
The Diversity, Equity & Inclusion Journey



CARROLL connection

2019-2020

carrollschool.org



The Journey

Carroll’s vibrant community collaboratively pens the school’s journey story. Each student, alumnus, parent, and teacher brings a unique perspective to this shared journey and the mile markers along the way.