

2018-2019

IF NOT FOR
Carroll

**Celebration of
Philanthropy**



Thank you!

Carroll School's Journey

"While I was evaluating Jonathan (who was dyslexic and bright), I remember Junie Lowe sitting in my office and saying, 'Well, where's the school we can send him to?' And I said, 'Alas, there is no such school.' He said, 'Then let's start one.'"

—DR. EDWIN COLE, CO-FOUNDER *(The Carroll School: Chapter 1, page 11)*

"We opened school early in September [1967] with seven students and by year-end had twenty-eight students. It was the only school in history we know of that had its enrollment quadruple in a year."

—MR. SAMUEL LOWE, CO-FOUNDER *(The Carroll School: Chapter 1, page 16)*

THE CARROLL SCHOOL (ORIGINAL LOCATION)
WEST NEWTON, MA, SEPTEMBER 1967



MESSAGE FROM
Steve Wilkins
Head of School

Schools have journeys that reflect both their character and their responsibilities to the larger world. Much like an individual's physical development is accompanied by growth in sophistication, cognitive capacity, and sense of purpose, Carroll's fifty-two years as an institution have been an evolution.

The early years were defined by a pioneering spirit, trial, and error, and surviving the daily challenges of a new school whose emerging understanding of language-based learning struggles was also a new educational concept. Was a school for dyslexics a viable model? Could remediation occur rapidly so that students could return to their "regular" schools?

Carroll's middle years were characterized by a sense of clarity in direction and mission. Carroll was indeed a viable concept. In the late 1980s and 1990s, we grew in our capacity to provide the best available remedial programs needed by our students and the traditional academic programs parents expected. Designed to be a transitional program in which students would stay at Carroll for a short period of time, the school continued to deepen its understanding of language-based learning difficulties.

Today, Carroll's journey is identified by a strong commitment **"to give each child what they most need"** and a growth mindset that compels us to search for a deeper understanding of how to accomplish this. By studying and engaging in top-level research of how an individual learns and, specifically, how the brain of a dyslexic learns, Carroll's model has changed dramatically in the past decade. We now know that, through neuroplasticity, the Carroll experience literally rewires reading networks and learning obstacles can be dramatically minimized.

Carroll educators know today what was unknowable in our earlier years, and we believe that we can do so much more to help children with language-based learning differences than we ever imagined before. By creating more efficient ways to individualize learning, we are confident that we can increase efficacy. With Targeted Cognitive Intervention, we have evidence that fluent and efficient reading is possible for all students. Through a complete education that emphasizes the advantages of the dyslexic brain - including arts, sports, history, engineering, design, science, and technology - we are seeing students find their unique talents and excel.

What comes next on this extraordinary journey? When we continue to follow the mantra of "give each child what they most need," Carroll will stay keenly focused on research in cognitive science, neuroimaging, technology, educational research, and wellness education to constantly improve our practice.

Carroll's vigilant restlessness to do the best we possibly can for our students has created quite an amazingly effective, influential, and powerful school. On behalf of the entire Carroll community, I thank you for your partnership and generosity as we continue on this journey.





 COLLEGES

 HIGH SCHOOLS

-  Rochester Institute of Technology (RIT)
-  Cornell University
-  Williams College
-  Amherst College
-  MIT
-  Northeastern
-  Rhode Island School of Design (RISD)
-  Middlebury College
-  Dartmouth College
-  Stanford

Our alumni continue their journeys at many high schools and colleges. The map above highlights just a few of them.

To see the full list, please visit our website, www.carrollschool.org/after-carroll.

Carroll alumni are many and varied. We appreciate **Erin McNulty '09** and **Greg O'Brien '99** sharing where they are in their lives now, how Carroll shaped them, and what they believe are their dyslexic strengths.



Erin McNulty: I am an Athletic Trainer at Auburn University at Montgomery (AUM). Athletic Trainers are the people who run onto the field at a game to assist an injured player. In addition, I evaluate, treat, and rehabilitate my student-athletes' injuries. Over the course of the year, I support AUM's Men's and Women's Cross Country, Basketball, and Tennis teams. It is definitely not a 9-5 job, but I love being immersed in such a challenging and dynamic setting every day.



Greg O'Brien: As an in-house attorney at DraftKings, I work with marketing, the products teams, software engineering, and compliance and deal with a variety of subject matters including transactional, intellectual property, and real estate. I love the variety in my work, and that I don't know what my day is going to be like hour to hour.

Erin: My greatest strength is my compassion. At work, I want to keep athletes injury-free and get those that are injured back "on the field", but I also take into consideration the athlete's overall well being. I diagnose injuries, but equally important I understand that sometimes the news I give can be difficult to hear. At Carroll, I experienced first hand, what a powerful tool compassion can be.

Greg: I believe that my strength with critical thinking comes from the way my dyslexic brain is wired. It leads me to approach issues differently than everyone else. Often, I will take a very different path to problems or situations and find creative solutions that most people would never consider.

Erin: Playing sports at Carroll as I was just starting to believe that maybe I am smart, and maybe I can be powerful, was truly a gift. Mr. Mamet used to say "*The way you practice is the way you play*". I really took that to heart as an athlete, a student, and in life. When one of my college professors said "*Practice doesn't make perfect, perfect practice makes perfect*", I couldn't help but think of the lessons of Ted Mamet.

Greg: My fondest memory at Carroll was definitely 5th-grade language arts class. We were taking turns reading aloud, and one of my classmates came across the word "confused" and pronounced it "cornfussled". The class chuckled, settled down, and my classmate sounded the word out, got it right, and kept going. At that moment it was clear to me that, for the first time, I was truly in a safe environment to learn and be free to make mistakes without fear of ridicule or humiliation. As a ten-year-old dyslexic kid, this was an indescribable feeling.

Erin: Carroll gave me my life back. Before Carroll, I sought to blend in, to hide, to not be noticed. Today, I place a lot of value on how being dyslexic changes the way I see the world. Carroll didn't choose the direction my journey would take, but instead gave me a compass (pun intended) and allowed me the freedom to find my path. Carroll also taught me that I could blaze my own trail. I am grateful to Carroll for fortifying me with invaluable skills at such a young age.

Greg: Attending Carroll was a crucial part of my life and one of the most important contributors to my success. To have people tell you over and over again that you don't have a disability, you just learn differently and the world is lucky you do was so amazing and important to me. It's too hard to even imagine where I would be, who I would be as a person, or what I would be doing without Carroll. I probably would not have made it into or through college, and law school would definitely have been out of the question. The Carroll School not only taught me how to read and write, but it showed me how smart I was and instilled an intellectual curiosity that was never part of the pre-Carroll equation.

2018-19
BOARD OF TRUSTEES

EXECUTIVE COMMITTEE

Richard Waters

CHAIR

Charles Brizius

CO-VICE-CHAIR

Jennifer Fulton

CO-VICE-CHAIR

Laura Rehnert

CO-VICE-CHAIR

Rena Clark

TREASURER

Mary Loeken

CLERK

Willie Yandow

MEMBER-AT-LARGE

Steve Wilkins

HEAD OF SCHOOL, EX-OFFICIO

TRUSTEES

Steven Angeli

Phyllis Bewick, ex-officio

Andrea Brooks

Michael Champa

Timothy Connelly

Richard Cummings

Nicole Gilmore

Andrew Gray '73

Corey Griffin

Steven Kaplan

Joshua Levy

Christine Maraganore

Kia Martin

Zachary Martin

Jennifer Mugar

Thomas O'Brien

Stephanie O'Keefe, ex-officio

Devin O'Reilly

Amanda Rodriguez '85

Michael Simon

Gwenn Snider

Heidi Webster



**2018-19
VOLUNTEERS**

BOARD OF VISITORS

Caroline Boeckman
CO-PRESIDENT
Robin Cassel
CO-PRESIDENT
James Alden '72
Stephen Baldini '90
David Beaver '85
Leandra Brantle
Frederick Caffrey
Jill Caffrey
Daniel Carbonneau
Michelle Carbonneau
Christine Corr
Patrick Corr '00
Brenda Delsener
Eugene Delsener
Lawrence DiBona '85

Jo Doherty
Anne Duncan
Catherine Dunning
Todd Egan
Mary Ferguson
Elizabeth Gilmartin '02
Margaret Gray
Patricia Greenhalgh
Amy Gworek
Peggy Heffernan
Nancy Herndon
Rachel Kelley
Melissa Koester
Ann-Mara Lanza
John Lanza
Leslie Lichtman

Pamela LoDato
Kirsten Lynch
Sara Malconian
Brian Malconian '01
Carolyn Mason
Colin Mosgrove '05
Christina Moskow '87
Peter Murphy
Reiley O'Connor '02
Denise O'Reilly
Tim O'Reilly
Christine Solakian
Mark Solakian
Salvatore Triolo
David Wakefield
Suzanne Wakefield

**PARENTS'
ASSOCIATION**

Phyllis Bewick
CO-PRESIDENT
Stephanie O'Keefe
CO-PRESIDENT
Charles Cimino
CO-VICE-PRESIDENT
Caroline Kuhlman
CO-VICE-PRESIDENT
Suzanne Prudente
TREASURER

**CLASS OF 2019 8TH GRADE
PARENT GIFT COMMITTEE**

Kate Brizius
Kate Gilbane
Jackie Richardson
Tracy Rosen

**ANNUAL FUND PARENT
AMBASSADORS**

2nd Grade	Sage Orr
3rd Grade	Anne Bunn Susan Wagner
5th Grade	Amy Anderson Marilyn Muller
6th Grade	Lane Coburn-Alonzo Neely Dodge
7th Grade	Brooke Amato Betsy Gillis Paul Meaney Emma Stellman
9th Grade	Sarah Bishins David Caruba
Alumni	Gareth Benshoff '08 Meredith Kauffman '08
Alumni Parent	Diana Knightly
Grandparent	Nancy Keith Preston Keith Bina Thompson





At Carroll, parents find others who have shared their struggles, the ups and downs of their child(ren)'s learning experiences and choose to stay connected long after their students have left.

I am the parent of two alumni and have served as co-president of the Parents' Association, a Carroll staff member and co-chair of the Board of Visitors. Thanks to Carroll, my children, now young adults, are resilient, able to make great decisions, and feel solid and confident in who they are. Their lives are not defined by their dyslexia but instead, they have embraced their creativity, their strengths and their talents and each is successful in their own way. Carroll gave them what they needed to thrive.

Caroline Boeckman P'01, '05
Former Director of Annual Giving

We have continued to support Carroll School through our participation on the Board of Visitors and our annual giving because we truly believe in the proverb that "it takes a village to raise a child." The caring and nurturing environment created by the administration, teachers, and staff provided our son with the knowledge and tools to understand his learning style and gave him the courage and self-confidence to be a more engaged student. It is this overall sense of community and clear focus on the needs of students that continue to keep us close to Carroll. We will always appreciate those that helped us in our journey and hope that we can play a similar role and support others.

Daniel and Shelly Carbonneau P'16
Board of Visitors Members

Thanks to Carroll, our son gained the skills and confidence he needed to take challenging courses in high school and have success. Our son continues to find joy in learning. We are proud to continue to support Carroll through our philanthropy and as active volunteers so that as many students and families as possible will be able to share in the 'magic' that is Carroll School.

David and Suzanne Wakefield P'16
Board of Visitors Members

Despite the strong reputation of my master's program in Elementary Education, I graduated unprepared to understand, recognize or remediate dyslexia in either my own students or my own daughter, Rachel. Fortunately, Carroll not only changed Rachel's trajectory as a reader and a learner, but also my trajectory as an educator. After watching Rachel become a motivated and capable learner at Carroll, I enrolled in the GIFTT program. Experiencing Carroll as an educator, rather than a parent, helped me to better understand how the many components of Carroll worked together. I saw how the teachers, tutors, multis and administrators worked tirelessly to reach each and every student and the collaboration was unlike anything I had experienced. I've found it immensely satisfying to be part of the Carroll community - first as a parent whose child has benefited from Carroll's expertise and now as a tutor who can help other students gain the skills and confidence to flourish.

Hope Suttin P'12
O-G Tutor

Carroll has meant so much to our family and to our son who, during his years at Carroll, became confident as a reader and student and loved coming to school. As a mom, I connected with so many other parents who had similar struggles, and together we were able to celebrate our kids' achievements. I was privileged to be co-chair of the Parents' Association, and once my son graduated from Carroll, I wanted to give back and stay connected to the institution that changed his life. As school placement director, I took great joy in helping other families determine what the appropriate and best next school setting was for their child after leaving Carroll. I remain grateful for Carroll in so many ways!

Lindy Recht P'05
Former School Placement Director

Carroll provides a supportive, nurturing and empowering environment that allows students to feel safe and secure while encouraging them to take academic risks they otherwise would have been too hesitant to attempt in their prior schools. Carroll also encourages and fosters students to take ownership of their own unique learning profile and to be strong advocates for themselves. The world is very fortunate to have people who think, approach and solve problems as Carroll students do.

Mike Curtin P'11, P'16
Former O-G Tutor





MESSAGE FROM

Dick Waters

Board Chair

Dick Waters is President, CEO & Research Fellow at Mitsubishi Electric Research Labs (MERL). Dick received his Ph.D. from MIT in artificial intelligence (AI) in 1978 and then worked at the MIT AI Lab as a Research Scientist and co-principal investigator of the Programmer's Apprentice project. In 1991, Dick was a founding member of the Mitsubishi Electric Research Labs (MERL).

As a MERL researcher, his work centered on multi-user interactive environments for work, learning and play. Dick is the parent of Matthew Waters '11, who recently graduated from Hampshire College.



As CEO of a research laboratory in the technology sector, my goal is to expand the frontiers of science while making a significant impact on our parent company Mitsubishi Electric. I believe that Carroll exists to advance the frontier of knowledge about how to educate students with language-based learning differences and to share that knowledge with the wider educational community, while dramatically impacting the lives of its students.

Both in technology research and in the educational approaches taken at Carroll, I have seen rapid improvements in recent years. At Carroll we are driven to provide each child what they most need and also to answer the questions: ***“What can we do better?”*** and ***“What do we not know or understand about cognitive functioning in the brain and how it impacts learning?”*** Tackling these kinds of questions leads to new ideas.

Over the 8 years I have served on Carroll’s Board, the school has continued to push the edge of how to educate children who learn differently – specifically in how they can acquire the skill of reading. From this persistent inquiry was born the Targeted Cognitive Intervention platform. The idea that underlying cognitive functions such as processing speed, working memory, reaction time and executive functioning impact a student’s ability to move from single word recognition to increased reading fluency and comprehension is a bold one and one that will have a profound impact for students here at Carroll and well beyond our campuses.

Our partnership with Dr. John Gabrieli at MIT along with others demonstrates the school’s commitment to testing, validating, and verifying this bold idea. I believe that the combination of Carroll’s highly trained faculty with data-supported teaching techniques places Carroll at the forefront of individualized learning. Working collaboratively, teachers and tutors at Carroll push themselves to integrate new knowledge of their students’ needs into their teaching. By encouraging students to experiment, discover their talents, tackle problems from a variety of directions, and embrace failure, Carroll fosters personal, academic, and institutional growth.

Over the next few years, I look forward to seeing Carroll continue to lead the way in teaching and innovation. I am grateful to all those in the Carroll community who make this possible with their generosity and commitment to Carroll’s future. ***Thank you.***





Brain Imaging, Neurodiversity and the Future of Dyslexia Education

John Gabrieli is the Grover Hermann Professor in Health Sciences and Technology, an investigator at the McGovern Institute for Brain Research at MIT, a professor in MIT's Department of Brain and Cognitive Sciences, director of the Athinoula A. Martinos Imaging Center at MIT, and director of MIT's Integrated Learning Initiative. An expert on the brain mechanisms of human cognition, Dr. Gabrieli is deeply interested in dyslexia and, in particular, the use of brain imaging to identify children who are at risk for reading difficulties and to understand how reading instruction affects the brain.

Dr. Gabrieli shares his thoughts on brain imaging, neurodiversity, and collaborating with Carroll School.

I've had the chance to talk to many Carroll alumni, parents, and students. One after another they have said what a life-transforming experience it was to go to Carroll. It's been an honor to collaborate over the last six years with the school and its families.

Learning to read is, perhaps, the most spectacular step in education. We know that children with dyslexia are born with all kinds of strengths and that they become adults with all kinds of wondrous achievements. However, modern society has created a system where without a fundamental reading ability, everything in school, everything in post-secondary education, and everything in the careers that follow, becomes a burden.

The early experience of seeing yourself as an empowered learner or someone for whom school is frustrating or irrelevant is a critical moment in a young person's growth. Once a child develops a feeling about themselves, their education, and their capacities - it's difficult to change it. This is why so many of us are passionate about early identification, catching children early before they fail so we can give them the support they need.

Scientists have always assumed that any form of education or learning causes a change in the brain. In the late 1980s and 1990s brain imaging became systematic enough to be able to look at the brain of a child or adult who struggles to read and compare it to the brain of someone who doesn't and actually see the structural and functional differences. The ability of brain imaging to visualize and quantify changes in brain structure and function - what we call neuroplasticity - shows that everyone can be helped with the right kind of instruction and change the way the brain functions to help a student learn how to read.

In collaboration with Children's Hospital Boston and Dr. Nadine Gaab, we have found that children,



even before entering school, have brain differences. These differences may have advantages, but in acquiring reading they encounter difficulty. In addition, we have been surprised to discover that the individuals with language learning difficulties who make the most progress in reading have changes in the right hemisphere of the brain. Usually, language and reading are left hemisphere activities. So, the expectation had been that effective intervention would encourage the left hemisphere of someone who struggles with reading to look more like the left hemisphere of the rest of the population. I was quite surprised that those who had the most success with interventions involved plasticity in the right hemisphere - a very different approach to reading and one which speaks to the necessity of education working with where the reader is. We can't make everyone learn the same way. Instead, it is important to ask, "What is the best way for this individual to learn?"

From research, we know the forms of instruction that focus on phonemic awareness and phonics are helpful for everyone and are especially important as an intervention for children who struggle to read. We also know that the earlier these interventions begin - Kindergarten, 1st, 2nd, and 3rd grade - the more effective they are. As children become older the challenge becomes reading fluency - how quickly children can work their way through paragraphs, pages, and entire texts.

Carroll's leadership and faculty are so interested in exploiting the best evidence out there and using it to inform their instruction. This is a value that we share in our approach to education and science together. One of the things I've been really impressed by is their effort to address fluency. I've had the pleasure of collaborating with Dr. Eric Falke both at Carroll and at MIT. His interest in developing cognitive-based interventions to help students gain fluency - such an important research challenge - has been remarkable.



Eric and his team's approach has been to look at cognitive training - skills usually outside of the realm of language-based reading difficulties. Carroll is working to help students improve how they process information and how much they can hold in their mind at once. The research is beginning to show that students are able to increase their fluency and capacity with structured cognitive intervention. I have been really impressed with Carroll for stepping beyond its success with phonemic based language learning and asking "What is the next thing we need to do?" to help its students go as far as they possibly can in their reading ability.

For as far into the future as I can see, brain imaging won't replace good neuropsychological and educator evaluations. However, there is one place that brain imaging seems to have some promise in predicting outcomes and response to interventions. We know that in any given intervention approach, about half of the students will benefit much less than the others. Unfortunately, we aren't yet able to know which ones will benefit before providing the intervention. Therefore the hope is that through brain imaging, we will be able to predict what intervention will have the most efficacy for each child.

Once we understand more about those who don't respond, I hope that this will



inspire us to use alternative educational interventions developed by Carroll and other outstanding institutions. I deeply appreciate that Carroll is very thoughtful about its capacity to reach a larger number of children and their commitment to using their unique skills, talent, and experience to disseminate knowledge. I think it's a fantastic outreach of Carroll's mission to share its expertise with teachers and schools around the world.

IF NOT FOR Carroll



MESSAGE FROM

Chuck Brizius
Chair, *If Not for Carroll*

This year we have much to celebrate - our campaign, **If Not for Carroll**, has passed a critical milestone with over \$27M - more than three-quarters of our \$32M goal! The generosity and commitment from the Carroll community has been inspiring. Thank you to each of our donors who have made this possible. Already, our campaign has made an impact at the school!

Carroll's greatest resource is our faculty. With both restricted endowment gifts for faculty support and unrestricted endowment gifts, **If Not for Carroll** is providing a secure financial future for the school and allowing Carroll to increase faculty compensation levels for beginning, mid-career, and master teachers. Compared to some independent and most public schools, Carroll has two to five times as many faculty members for the same number of students, which means we have not been able to be as competitive in faculty compensation as others. **If Not for Carroll** is ensuring that Carroll attracts and retains the brightest and most capable teachers.

The financial assistance budget at Carroll has more than doubled since 2015. This year we were able to provide 36 more families with financial assistance than prior to the start of the campaign, bringing Carroll closer to having a community that reflects the demographics of greater Boston. We believe that tuition should not be an obstacle for those students who need and deserve a Carroll education but are unable to afford it. **If Not for Carroll** will continue to make this possible for more families.

This fall we will open the newly renovated 5,000+ sq. ft. arts & innovation center in the Gatehouse on the Middle School campus. The idea of an arts and innovation center has been formulating for quite some time and was made possible by **If Not for Carroll**. The purchase of the Wayland property in 2016 shifted the Upper School program from the Gatehouse to a new campus and created the opportunity to deepen Carroll's commitment to enhancing the unique way the dyslexic brain looks at the world. **If Not for Carroll** has made it possible to create an arts and innovation center that welcomes visitors and expresses the innovative spirit of learning at Carroll.

As chair of **If Not for Carroll**, I am proud of all Carroll has accomplished so far and look forward to having more thoughtful conversations to encourage the \$5M of additional support needed to achieve the successful completion of the campaign.

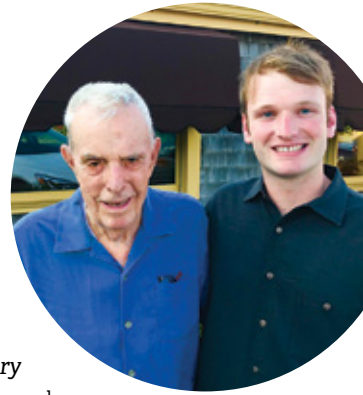
Thank you, again, to all those who are making so much possible for Carroll!



CARROLL UPPER SCHOOL

Sharing our gratitude: an “If Not for Carroll” story

DAVID AND DAN '09 WATTS



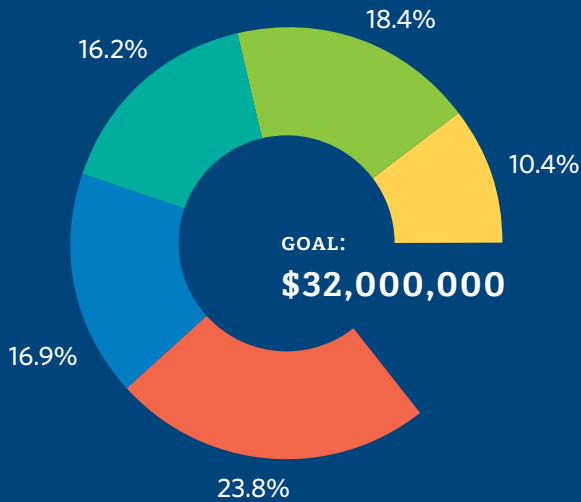
When David Watts reflects on why he and his now deceased wife, Beverly, have been committed to Carroll School since 2003, he says it's simple and takes only one word, “Dan.” Dan is the Watts’ grandson who, prior to coming to Carroll in 2003 as a 3rd grader, was “handicapped by what he wasn't getting in his public elementary school.” Dan was competitive and wanted to succeed, but by 3rd grade, he felt ‘less than’ his classmates and was losing faith in himself. The Watts family knew that Dan needed something different and feel fortunate to have found Carroll.

“We believe that Carroll changed Dan's trajectory,” says David. *“If there hadn't been Carroll, Dan likely would have lived an unhappy and unfulfilled life. He would have been frustrated and unable to even think about college and an interesting career.”* Instead, during his six years at Carroll he learned that having dyslexia doesn't mean you're stupid or incompetent, but quite the opposite. Dan learned from his teachers, experiences, his successes and his failures that having dyslexia is a gift. *“Dan's mom, dad, Beverly and I watched with pride as Dan's self-confidence grew, as he blossomed academically, as his curiosity rebounded and his 'healthy dose' of competitiveness returned. He is an incredibly hard worker and is able to think creatively about how to solve problems.”*

Today, Dan has a degree in biomedical engineering and is working at Zoll Medical Corporation as a Software Test Engineer. A master's degree is likely in his future. *“As I watch Dan find gratification and success in his career and in life, I believe it all goes back to the start he got at Carroll. It's hard for me to imagine what Dan's life, and indeed our own lives, would have been like without it.”*

Understanding how fortunate David and Beverly were to have the resources to help support Dan's Carroll education, they agreed that when it came to philanthropy, Carroll would always be among their top priorities. They wanted to ensure that as many children as possible could have the same opportunity regardless of their family's ability to pay. To honor Dan and Carroll, David and Beverly established the Watts Family Endowed Scholarship with an extraordinary \$4 million gift through their bequest. *“Sharing our gratitude in this significant way during the school's If Not for Carroll campaign is exceedingly important and meaningful to us,”* David says. *“We hope others will join in to express their gratitude by investing not only in Carroll's future, but also in the bright futures of the students at the school today and those who will follow in years to come.”*

For more information on including Carroll in your estate plans, please contact Naomi Hitchcock, Director of Development, 781-314-9737.



GOAL:
\$32,000,000

● FACULTY	\$3,339,778
● FINANCIAL ASSISTANCE	\$5,884,588
● FACILITIES	\$5,172,446
● ANNUAL FUND	\$5,417,713
● UNRESTRICTED AND GIFTS TO OTHER FUNDS	\$7,615,514

TOTAL AS OF JUNE 30, 2019:

\$27,430,040



ARTS AND INNOVATION CENTER
IN PROGRESS

Endowment Funds

Gifts to create named endowed funds provide a permanent self-sustaining source of income. These funds are invested as part of the Carroll endowment, and each year a portion of the value of the fund is paid out, in accordance with our endowment spending policy, to support the fund's purpose. We recognize the generosity of and are grateful to the families who, in recognition of **If Not for Carroll**, have created the following named endowed funds that will permanently support Carroll.

Cognitive Support Endowed Fund

Endowment for Faculty Training and Professional Development

Thomas and Katherine Gilbane Endowed Scholarship Fund

Grateful Carroll Family Endowed Scholarship Fund

GwinnLandry Family Endowed Fund for Financial Aid

The Herndon Family Scholarship Fund

The Kenrose Kitchen Table Scholarship Fund

Kistler Family Fund for Cognitive Intervention and Research

Gerard M. Martin Family Endowed Fund for Cognitive Research and Development

Ellen "Polly" Meckel Endowed Scholarship Fund

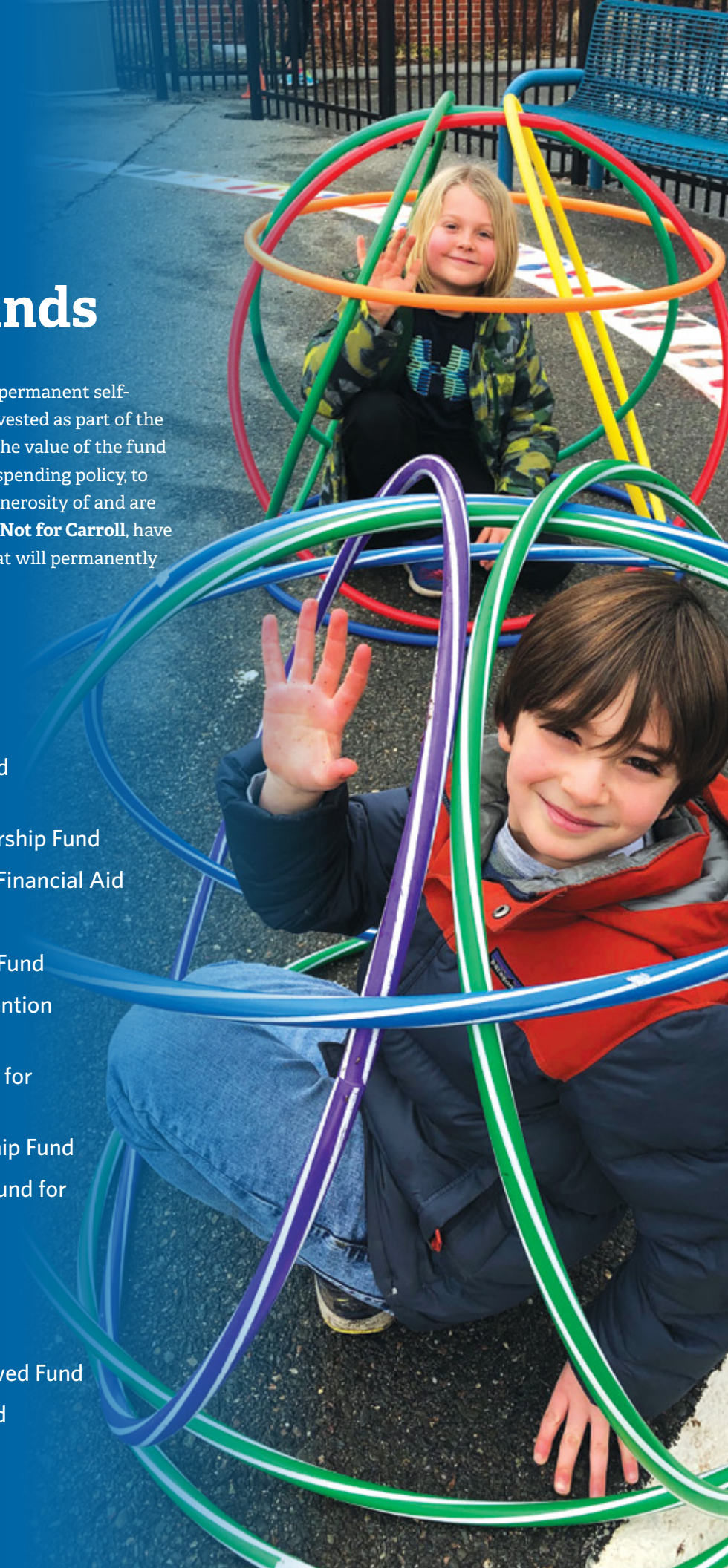
Maureen McGuire Myers Endowment Fund for Faculty Professional Development

Patkin Family Endowed Fund for Cognitive Intervention and Research

The Simon Family Endowment Fund

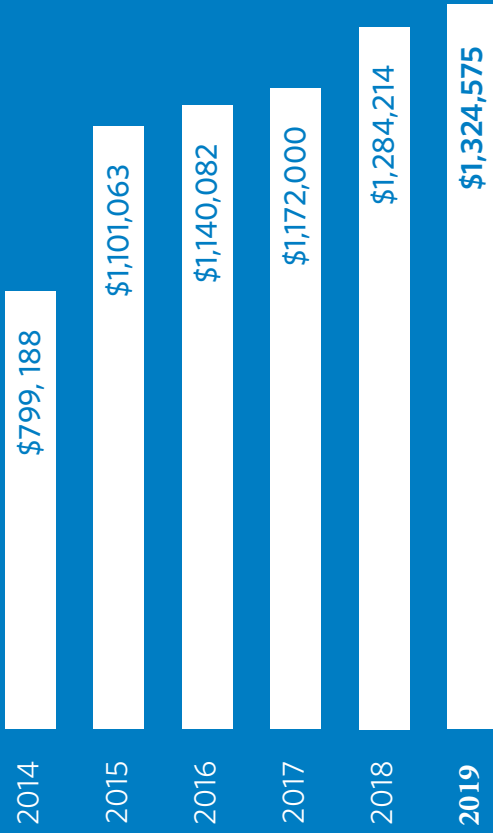
Robin and Bina Thompson Family Endowed Fund

Watts Family Endowed Scholarship Fund



Annual Fund Growth

2014-2019



DIVERSITY, EQUITY, INCLUSION



MESSAGE FROM

Osamagbe Osagie

Director of Equity and Inclusion

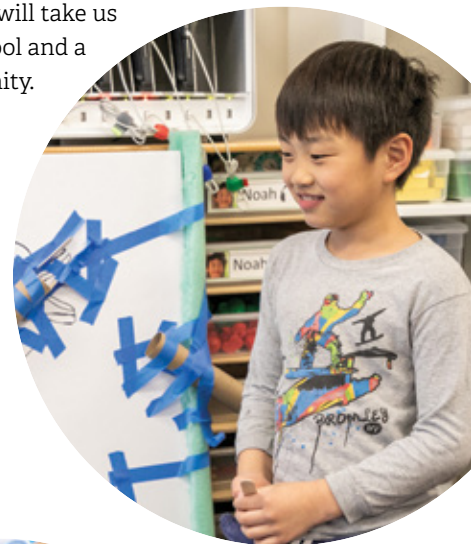
DEI is a philosophy as well as an action. At its most basic level, DEI is about treating each other well and having an intentional framework that values each individual's perspective, including language, culture, gender, and socio-economic background. As educators, our role is to support each other and our students to become whole, thoughtful, and courageous individuals who are empowered and aware of the world we live in today and the world we are creating for the future. The DEI framework provides a pathway to learn how to do that.



Before coming to Carroll, I had never considered what it meant to learn differently or to be marginalized because of learning differences. For 52 years Carroll has done a great job of looking at DEI through the lens of learning, access to education, reading and the power of literacy. My work has been to make that lens more expansive and enrich the mission of the school. When I came to Carroll, I think there was a healthy level of curiosity and anxiety amongst the faculty and staff. Many didn't understand what diversity, equity, and inclusion meant and didn't realize that Carroll already practiced these ideals because of who we serve and the way we teach.

The DEI journey, so far at Carroll, is similar to the growth of a new student. They begin their first year anxious, not ready to be vulnerable, and not ready to trust the process. Over time and by learning different skill sets and tools, a new level of confidence and knowledge emerges. Over our 2½ years of DEI, we have seen a shift in the Carroll community. Faculty and administrators are very curious about this work and after learning to look at their own perspective, unconscious biases, and assumptions we each make about the world, they are excited to find an age-appropriate way to bring the DEI framework to their students.

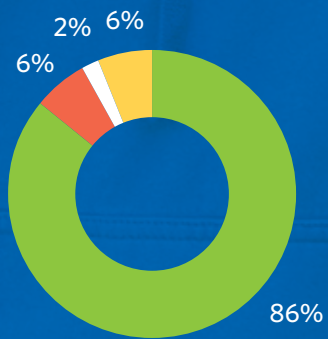
The beautiful thing about DEI is that it amplifies our mission to **“give each child what they most need.”** I am excited to see where this journey will take us as a school and a community.





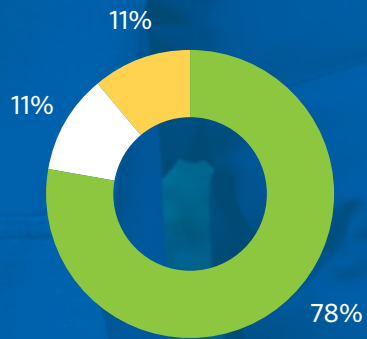
THE NORTH GREEN

Operating Revenue (UNAUDITED)



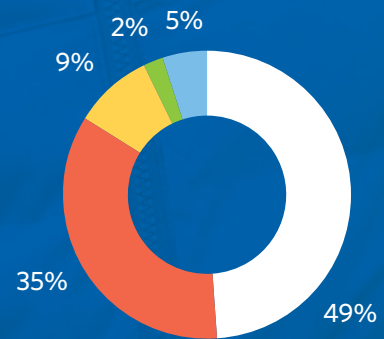
- Tuition Net of Financial Aid
- Annual Fund
- Endowment Draw
- Other Programs & Misc

Operating Expenses (UNAUDITED)

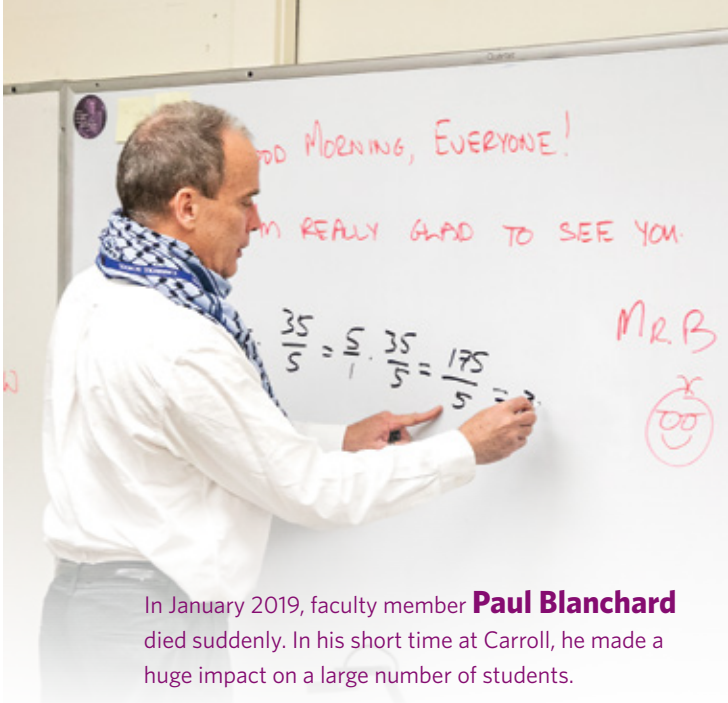


- People (Salaries & Benefits)
- Facilities
- Program

Total Annual Fund Giving \$1,324,575



- Current Parents
- Alumni Parents
- Grandparents
- Alumni
- Friends



In January 2019, faculty member **Paul Blanchard** died suddenly. In his short time at Carroll, he made a huge impact on a large number of students.

In August of 2017, Paul Blanchard interviewed for an open math and science teaching position at the Upper School. As a medical doctor, Paul was certainly qualified, and within minutes of meeting him, we knew we had found the right person for the job. He spoke like a Carroll teacher before he even knew what that meant. He talked about his passion for helping kids on an individual basis, about the necessity of fighting through adversity, about teaching as a calling, about the need for community, and about celebrating difference. It was clear that Paul was someone who would make an impact on our students' lives.

Paul embraced each and every day in the classroom. His students saw that he believed in them wholeheartedly, and they responded to this belief. They congregated in his room every morning before school, they shared their concerns about their lives with him, they trusted him, and at his memorial service, every student he taught in the Upper School spoke in his memory.

After a very successful year in the Upper School, Paul was asked to move to the Middle School campus to fill a vacancy in the 8th Grade Science Department. While only in Lincoln for a short while, his time there was equally impactful. Paul created powerful bonds with students, families, and faculty and it was clear that his caring and commitment was exemplary and far-reaching.

Because of his energy, earnestness, and empathy, he made a profound difference in students' lives. Long after they will have forgotten what he taught them about biology and algebra, each of his former students will remember Paul's kindness and the faith he had in them. He made a tremendous impact in a very short period of time. The Carroll community has lost a friend, caregiver, and talented educator.

In Memory of

Paul Blanchard	Fin Carpenter and Family Stephanie and Matthew Kadnar Suzanne Knapp Beth and Michael McLaughlin Diane Pessolano	
F. Gorham Brigham Jr.	Scottie and Kent Faerber	
Beth Dean	William Dean	
Nick Farley	Robert Keller	
Dr. Paul E. Gray	Yukiko and Andrew Gray '73	
Ellen "Polly" Reynolds Meckel	Timothy Meckel	
Frank Mulligan	Anonymous Kathleen and Victor Accattatis Susan Adams Patricia and Michael Andresino Nancy and Jeffrey Bilezikian Sarah and Andrew Bishins '86 Noaam Blum Fiona Bolger Theresa Bonanno The Brown Family Michael Burke Theresa and Arthur Choo Karen and William Connor Jaine Donelan Lorraine and John Dooley Rudolph Friedmann LLP Cara and Timothy Gavin	Elizabeth and Matthew Gellene Brian Gilmore Judith and James Hickley Anne Louise and William Hicks Joan and Thomas Kelley Mary and Denis Keohane Deborah Kulick Larry Liberfarb Leonard McAlister Beth and Michael McLaughlin Margaret and Michael Moran Patricia Motejunas Jeanine Murphy Patricia and Francis Nee Wendy Falchuk and Matthew Sarrett Lisa Selby Joanne Siff
Charles E. Schaub Jr.	Kerri McDonald Schaub	

Every effort was made to ensure the accuracy of all donor lists in this report. Please accept our apologies if any error or omission occurred. Kindly notify Kelly Fantegrossi at (781) 314-9781 to make a correction.

In Honor of

Kate Ablon '10	Alexandra Ablon Brooke Ablon
Laura J. Adams	Anonymous
Juliet Wolf Annunziata	Joel Wolf
Nicolas Artura '19	Jenn and Ray Artura
Matteo Balducci	Patricia and Joseph Spadea
Kerry and Michael Benschoff	Gareth Benschoff '08
Haley Blacklow	Ann and Herbert Caldwell
Aidan Bluestein	Jordana and Scott Bluestein
Larry Brown and all of Conor's teachers while he was at Carroll	Jill and Frederick Caffrey
Larry Brown	Tina and Bart Graf Denise and Michael Grossi Jill and PJ Morelli
Sara Buscemi, Ann Lane, and Katelyn Murphy	Richard DiBona
Carroll's hard working students	Jacqueline and James Dow
Carroll Upper School Faculty and Staff	Lisa and Jason Puckett Nancy Roosa and Alex Moot
Carroll School Faculty and Staff	Meredith Kauffman '08
Carroll Faculty	Naomi Hitchcock Sandy Potter
Tucker Chanenchuk '19	Claire and Bruce Chanenchuk
Coach Peter Hendrick, Julie Siftar, Mr. Pates, Mr. McCoban, Mr. Gregory	Ana Hammock Isen and Jeffrey Isen
Coach Peter Hendrick, Liz Kuzmicz, Abby Zwetchkenbaum, Gian Criscitiello, Kelly Sampar, Meghan Shea, Mary Lussier, Patrick Pate, and Julie Siftar	Anonymous

Kenneth James Davidson '12	Erica and Steven Davidson
Will '98 and Taylor '10 Dean	William Dean
Dylan Dodge	Terry and Vickey Dodge
Sam Esbenshade '13	Anne Esbenshade and Michael Miele
JC Fettuccia '19	Anonymous
Julia Fitzgerald '19	Kristen and Gregg Fitzgerald
Theo Fitzpatrick	Anonymous
Robbie Fleming '19	Christine and Robert Fleming
Justin Garfinkel '17	Doralee and Lawrence Garfinkel
Thomas Gheewalla '19	Kathleen and Eric Gheewalla
Terry Gregory and Phil Newman	Janice and Scott FitzGerald
Sadie Goodman '15	Miriam Goodman
Andrew K. Gray '73	Virginia and Thomas Army Priscilla Gray
Julia Guadagno '18	Sarah and Thomas Guadagno
Olivia Hanson '02	Joan Halpert and Peter Hanson
Jaden Johnston	Anonymous
Aaron Katz '94	Yetta and Jonathan Katz
Lisa Baye Kaye	Ayo Heinegg Sara Federow
Natalie Khanna	Gwen and Vic Khanna
Sarah Kiessling and Porsha Pierre-Mike	Kim and Mark GwinnLandry
Sam Klein	Beverly Kahn
Paul Loiselle	Beth and Kevin Farrell
Paul Loiselle and Lucinda Wright	Marianne Kardos
Frederick Madsen '17	Elizabeth Brown and Brian Madsen
Lauren Mamet and Dyanne Sainato	Helena D'Angelo
Ethan Mayo '19	Lynn and Lawrence Mayo
Meaghan McCarthy '15	Mary and Patrick McCarthy



Retired in 2019, faculty member **Mary Coombs'** career at Carroll spans all three eras of Carroll's evolution. She arrived in the early days when creativity and innovation were essentially all we knew about educating bright children with dyslexia. Mary thrived in that environment because of her curious soul, dedication to helping children, and love for the magnificent natural environment on the campus.

She led Carroll through the middle part of its existence when there was rapid curriculum growth and emphasis on giving our students bona fide education in science content. Mary thrived in that environment because of her deep knowledge of science education, and she shared her knowledge as the Science Department Chair and as a valued colleague.

She completed her career in the modern era of Carroll where we seek to combine the most effective remedial education with an emphasis on "project-based learning," playing into the science program so ideally. For Mary, science class was always a project-oriented experience. It is easy to visualize Mary working eye-to-eye with her students as they constructed prototypes and models, as they asked those persistent "why" questions, and whenever a student needed the attention of a caring adult. Today's dynamic and effective science program at Carroll reflects the personality of Mary Coombs: genuine, gentle, thoughtful, profound, and fun-loving. Her passion for learning and teaching was infectious and she impacted countless students and teachers during her time at Carroll. In her honor, the 8th Grade Science award given each year has been named The Mary Coombs Science Award.

Thank you, Mary, for 38 amazing years at Carroll!

Connor McLaughlin '19	Beth and Michael McLaughlin
Summer McSweeney	Debie and Timothy McSweeney
Zach Mercier '19	Elizabeth and Charles Mercier
Riley Mitchell '19	Jennifer and William Mitchell
My Daughter's Happiness	Allison Moskow
Alex Moot '13	Nancy Roosa and Alex Moot
Charlie '16 and Andrew '18 Moskow	Christina Moskow '87
Gian Criscitiello, Jamie Fisher, Nate Gregory, Justine Hanretty, Peter Hendrick, Liz Kuzmicz, Kitty Mahin, Patrick Pate, Kelly Sampar, Margaret Schumacher, Deepti Sirohi, and Abby Zwetchkenbaum	Kurt and Marilyn Muller
Connor Nelson '19	Anonymous
Erin Nelson	Theresa and Don Nelson
Dureti O'Brien	Patricia and Thomas O'Brien
Shea O'Reilly	Denise and Tim O'Reilly
Maisie Perdoni '17	Laurie and John Perdoni
Maggie Quinn '19	Kara Morello-Quinn and John Quinn
The Rash Girls	Colleen Upham
Grace '16 and JR '18 Robinson	Kathleen Salmon-Robinson and Jeff Robinson
Bennett Schwartz	Rochelle Schwartz
Hayden Shea-Meadow '19	Nicole Meadow and Susan Shea
Melissa and Jason Suderman	Thalia Tringo
Tommy and Elizabeth Wagner	Susan and Thomas Wagner
John Augustus White	Karen Birmingham
Win Wilbur	Rachel and Kevin Conn
Nick Wilkins	Stephanie and Matthew Kadnar
Leah Rose Woolf '19	Deborah Savage and Tim Woolf



Carroll School

NONPROFIT ORG.
U.S. POSTAGE
PAID
PERMIT 215
MAILED FROM 01889



LOWER SCHOOL
1841 Trapelo Road
Waltham, MA 02451

MIDDLE SCHOOL
25 Baker Bridge Road
Lincoln, MA 01773

UPPER SCHOOL
45 Waltham Road
Wayland, MA 01778

TEL 781.259.8342
www.carrollschool.org

