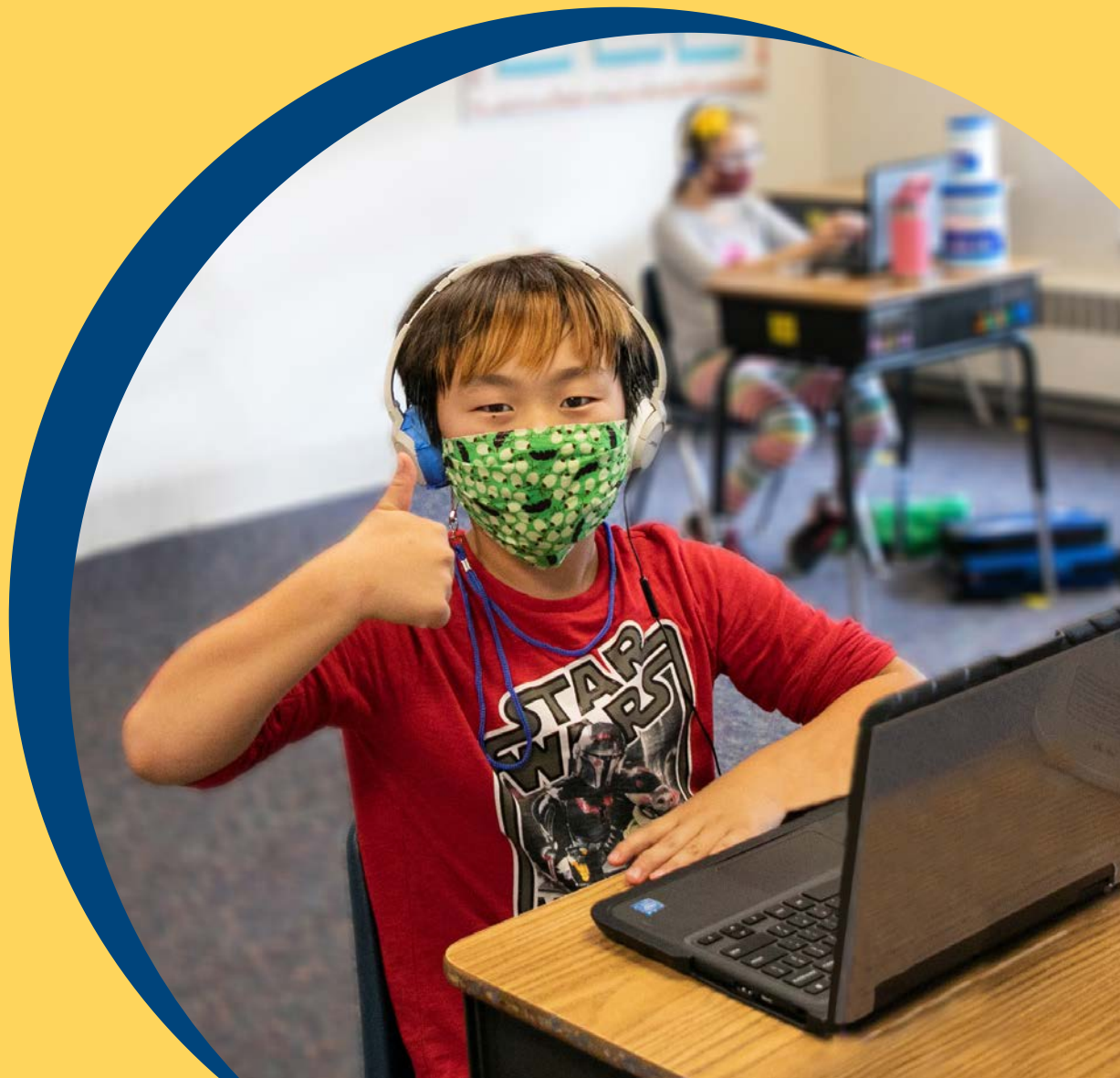




Carroll School

Celebration of Philanthropy

2020-2021



Carroll School empowers children with language-based learning differences, such as dyslexia, to become academically skilled students who are strong self-advocates and confident lifelong learners. Carroll is an inclusive community committed to embracing diverse strengths, identities, and lived experiences in order to give each child what they most need to thrive.





INTELLIGENTS

Farewell Thoughts by Steve Wilkins, Head of School 2005 - 2021



In all of my “farewell remarks,” I emphasized the following five essential elements of a Carroll School education: (1) our solar system orbits around the concept of “give each child what they most need,” (2) every day each student must have personalized remedial intervention combined with engagement that captures their strengths and passions, (3) success for each student is hugely dependent on the skills set of their teachers and tutors, (4) increasingly, year by year, we will understand more about how to remove cognitive and affective obstacles so that each student can make meaningful progress, and (5) data-oriented academic and cognitive profiles define the facets of each student’s curriculum and instruction.

This is all to say the obvious. Carroll School has become significantly more complex over the last decade. This is a crucially important evolution in the science of educating children with dyslexia; the litany of essential components sets a high bar: All Carroll faculty are constantly engaged in a series of interconnected professional development expectations. We hold ourselves accountable to make student progress visible and knowable among faculty, parents, and our students. When students do not make meaningful progress, we assume that Carroll should adjust itself to better meet student needs. Carroll has added more opportunities to give each child (GEC) what that child most needs. We expect to be held to an extremely high standard that the Carroll experience will GEC in order to provide each child with an ever-increasing array of options in their lives.

Generally speaking, America’s schools are not complex enough to meet the needs of complex students. If one listens carefully, it is clear that schools can help children far more when they prepare themselves to teach according

to the science of reading, increase capacity in children through harnessing the miracle of human neuroplasticity, and believe that the alleged impossible is entirely possible.

Carroll’s origin story is simple and visionary. In the mid-1960s, MGH neurologist Dr. Edwin Cole implored the parents of his patients to help start a school that was designed to meet the unique requirements of children with dyslexia. Fifty-four years ago, neuroscience had not evolved enough to offer much specific guidance to educators. The early Carroll School utilized Orton-Gillingham as the only available neurologically-based reading instruction program and, in order to provide fun and socio-emotional learning, Carroll embraced outdoor education in the vision of Outward Bound.

Today, neuroscience offers many directions for observant educators to pursue: encouraging early identification, understanding cognitive profiles, utilizing the profiles to prescribe interventions, believing in the power of neuroplasticity to rewire children’s learning capacity,



realizing that different student profiles require different teaching approaches, and refining how Orton-Gillingham is applied differently according to a child's greatest needs.

To be sure, 2020-2021 was the most challenging year of school ever. Our guiding principle throughout has been to GEC in the most intentional manner in Carroll history. During the summer of 2020, in designing the pandemic year of education, we planned for smaller classes than ever before, no focus area/tutoring larger than four students, no advisory larger than four students, profile-based pods of fewer than 25 students, and advisor/advisee interactions at least three times each day. None of that would have been possible unless Carroll had the financial agency provided by your philanthropy.

At 54 years old, Carroll is able to GEC at our highest level yet largely because of philanthropic support. The *If Not for Carroll* campaign added \$15 million in endowment for faculty support and financial assistance. The campaign enabled Carroll to enroll more students through the purchase of the Wayland Campus, and philanthropy transformed the Gatehouse on the Lincoln Campus into the magnificent Arts and Innovation Center. Carroll cannot rest on the laurels of these accomplishments. Our commitment to better educate our students often comes with a price tag. Evermore families need assistance to make Carroll affordable. Carroll faculty are held to a higher standard and their compensation should reflect that expectation. We are grateful for the extraordinary generosity of the Carroll community. You have transformed this school in dramatic ways.

Dr. Renée Greenfield took over as Head of Carroll School on July 1, 2021. In appointing Renée, Carroll's Board of Trustees made an outstanding selection. She and I have talked at length about the bold promise of GECing. Handing over the helm of Carroll to Renée fills me with confidence that Carroll students and families have a leader who deeply appreciates and places a high value on the impact of this powerful school.

“

Carroll and I have remained connected over the last 20 years. Early in my career I taught here, later I partnered with Carroll on research with beginning readers, and then coached a number of early-career Carroll educators.

More recently, I worked in higher education and in public schools to teach other teachers the power of the Orton-Gillingham approach. Now, I am excited to return to Carroll as a leader, to honor the legacy of GEC left by Steve Wilkins, and continue to grow this amazing school.

I know first-hand that diagnostic, Orton-Gillingham based, multi-sensory teaching **works** and provides each student a tailored program for their learning. Our faculty know that Carroll students learn differently and they work with intention to educate the whole child. Our students, in turn, take academic risks, make gains, and build strong connections with one another.

I am excited to look, listen, learn, and lead Carroll into this next stage of our journey—to expand our impact on students' learning and provide increasingly positive outcomes for our graduates. With the generous support from all those listed on the pages that follow, I look forward to partnering with you to ensure a secure and fertile future for everyone at Carroll.”

Dr. Renée Greenfield
Head of School



Giving to the Future: Endowments Are Key to Carroll's Upward Trajectory

For much of Carroll's first 54 years, endowments weren't part of the school's sustainability story. If Not for Carroll inspired our community to help us build a stronger financial foundation through the growth of our endowment.

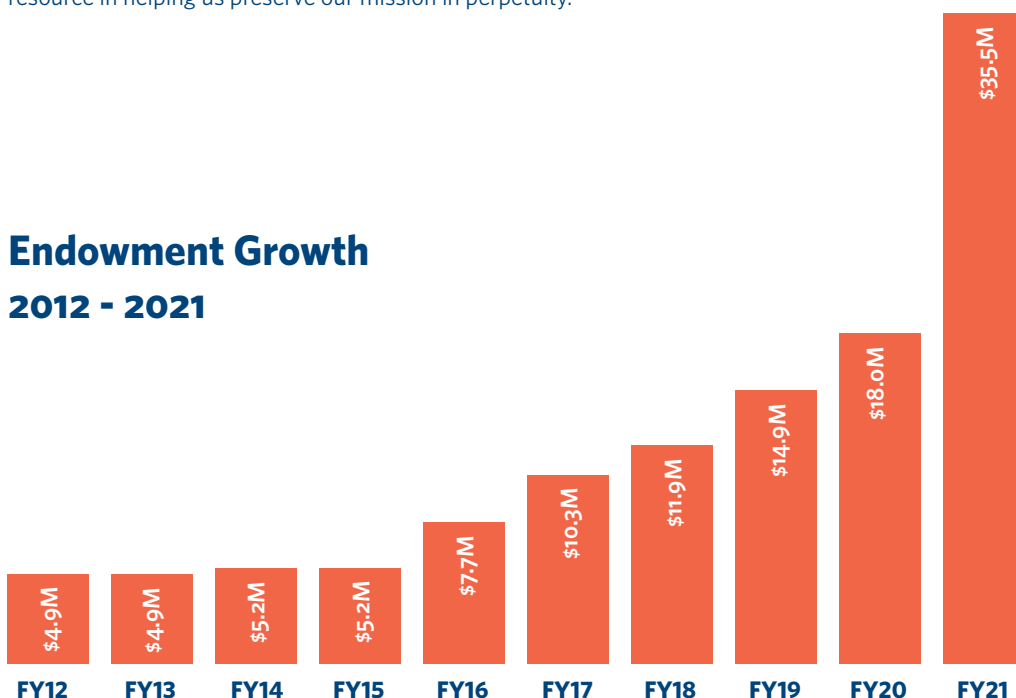
According to the Council for the Advancement and Support of Education (CASE), endowments are "critical to the financial health of schools, and essential to supporting institutions as they work to offer high-quality, affordable, accessible education."

Simply stated, an endowed gift is a permanent, self-sustaining source of funding. Endowment assets are invested, and each year, the Board determines the percentage of the value of the fund that will be paid out to support the fund's purpose. Any earnings beyond that distribution are reinvested in the fund—making it a sustainable source of support, and a powerful resource in helping us preserve our mission in perpetuity.

One of the priorities the Board set for *If Not for Carroll* was to grow Carroll's endowment (though gifts to our endowment happened prior to the campaign, and continue to, even after the campaign's close.) As a result, the school has seen incredible growth: the number of endowment funds has tripled in just the last few years. As of June 30, 2021, Carroll's endowment funds totaled \$35.5 million overall.

These funds focus on areas that are critical to our success: faculty compensation and professional development, financial aid, and cognitive intervention and research.

Endowment Growth 2012 - 2021



Wilkins Family Endowed Faculty Fund

Steve Wilkins started as a teacher at Carroll in 1977 and held many leadership roles before leaving to serve as Head of School at several independent schools.

Steve then returned to Carroll as Head of School in 2005. For 16 years, he expertly steered Carroll's mission to empower children with language-based learning differences to become successful, confident lifelong learners.

In honor of Steve Wilkins' retirement and in recognition of Steve and Sarah Wilkins' many contributions to Carroll,

the Board of Trustees established the Wilkins Family Endowed Faculty Fund.

This fund supports and affirms the exceptional work of Carroll's talented, committed, and collaborative faculty. Every day they continue to hone their craft to provide each of their students with what they need most. The Wilkins Family Endowed Faculty Fund recognizes and places a high value on the lifelong impact our teachers have on students' lives and learning trajectories.



Tribute to Dick Waters

By Steve Wilkins, Head of School 2005 - 2021



Matthew Waters' dyslexia brought Dick and Patricia Waters into the Carroll community in September 2005. Matthew '11 is a classic, creative, innovative, "think differently" Carroll alumnus who now is employed at Pixar Animation Studios as a Crowds Technical Director.

Dick Waters has been a remarkably attentive and effective Chair of Carroll School's Board of Trustees from 2015 to 2021, having first joined the board in 2010. Dick is a supremely kind partner and astute leader. Invariably, Dick chooses to take the high road on each difficult and perplexing issue that comes his way. It is in his DNA to examine a wide array of possibilities before focusing on a plausible pathway forward. He is a deep analytical thinker who amalgamates all types of data in order to find logical patterns. A frequent Dick Waters' expression is to "put up a strawman" to explore the pros and cons of a conceivable solution. Carroll has benefited enormously from the depth of Dick's wisdom.

Leading a board of trustees of an independent school or college has become nearly a full-time job. No longer are boards simply caretakers who meet occasionally to listen to reports on the institution's wellbeing. Today's conscientious boards are strategic partners with an administration. Together,

they are guardians of the school's mission. The complex issues of governance, legal, financial, fiduciary, fundraising, personnel policies, facilities, and strategic planning overshadow the perfunctory board meeting agenda.

How Dick Waters has made the time in his schedule to attend to Carroll so completely is a mystery because he has a dynamic family of young adults and a demanding job as CEO of Mitsubishi Electric Research Lab (MERL), a position he has held for 22 years. Dick earned a PhD in artificial intelligence from MIT and worked in the AI Lab as a research scientist for 13 years prior to MERL. As Dick often says, "it is not blindingly obvious" how he has had the time to lead Carroll's board. What is blindingly obvious is that he took on the role out of profound appreciation for its mission and Carroll's positive impact on his son Matthew.

During Dick's tenure, Carroll has thrived on many levels. One of his most important roles was to serve as Co-Chair of the Head of School Search Committee which ultimately selected Renée Greenfield. This wise and well-received decision sets Carroll up for a seamless transition. The *If Not for Carroll* campaign was completed in June 2020, exceeding the goal of \$32 million. During the campaign, Carroll's board decided to purchase the Wayland campus and, shortly thereafter, accepted a most generous gift of 103 acres of adjacent land. The optionality offered by these two moves provides a "strawman" possibility for Carroll's future. Additionally, during Dick's leadership, Carroll significantly increased the allocation of money for tuition assistance to families whose children need Carroll but find the tuition prohibitive. Carroll has never been in a better financial position than it is at the conclusion of Dick's six years as board chair, and the school has never been more effective in executing its mission to transform the lives of children with dyslexia.



2020-2021

Board of Trustees

Executive Committee

Richard Waters, *Chair*
 Charles Brizius, *Co-Vice-Chair*
 Jennifer Fulton, *Co-Vice-Chair*
 Laura Rehnert, *Co-Vice-Chair*
 Mary Loeken, *Clerk*
 Rena Clark, *Treasurer*
 Willie Yandow, *Member-At-Large*
 Stephen Wilkins,
Head of School, Ex-Officio

Trustees

Lawson Albright
 Steven Angeli
 Stephen Baldini '90
 Jonathan Black
 Michael Champa
 Tete Cobblah
 Timothy Connelly
 Nicole Gilmore
 Corey Griffin
 Jolie Helmbrecht, *Ex-Officio*
 Robert Higgins
 Kathleen Ho
 Robin Jones
 Steven Kaplan
 Becky Kidder Smith
 Diana Knightly
 Caroline Kuhlman
 Christine Maraganore
 Zachary Martin
 Harry Nudelman
 Gregory O'Brien '99
 Thomas O'Brien
 Devin O'Reilly
 Anne Plante, *Ex-Officio*
 Amanda Rodriguez '85
 Katherine Schantz
 Michael Simon
 Heidi Webster

Volunteers

Parents' Association

Jolie Helmbrecht, *Co-President*
 Anne Plante, *Co-President*
 Erica Benedick, *Co-Vice-President*
 Carol Neville, *Co-Vice-President*
 Stephanie O'Keefe,
Communications Director

Annual Fund Ambassadors

Lawson Albright
 Amy Anderson
 Jonathan Black, *Chair*
 Anne Bunn
 Amily Dunlap
 Kristin Hall
 Amy Hurley
 Robin Jones
 Whitney Malak
 Val Stillman
 Susan Wagner

Class of 2021 8th Grade Parent Gift Committee

Diane Conley
 Susan Correa
 David Demerjian
 Neely Dodge, *Co-Chair*
 Tara Edelman
 Julie Knudson
 Betsy Mercier
 Nikki Nudelman, *Co-Chair*
 Karen Sullivan

“Live Your Dream”: A Carroll Family Pays Tribute

When David Bamforth '11 came to Carroll in the second grade, his parents Morag and Mark could see he had incredible potential—and with his unique brain, his learning path was going to be his very own.

“Like so many kids like him, David masked his learning differences beautifully, but he didn’t have to hide at Carroll.” says Morag.

Now, almost two decades later, David is a college graduate (Wentworth Institute of Technology '19) and the owner of two growing businesses, one of which he began while he was still in college through a dedicated entrepreneurship co-op. His trajectory shows a clear path from his passions to his purpose.

Jennifer “Jeffie” Wilkins Chapin, beloved daughter of Steve and Sarah Wilkins, knew, too, from a young age what her dream was: to live a life surrounded by horses. Jeffie was

also a gifted teacher who used her craft to touch young lives at Carroll and beyond. She ultimately pursued her skill as a horsewoman into competition, and created a horse farm in Wenham, MA that she shared with her husband, Deacon, and their many other animals and dogs.

When Jeffie died in an equestrian accident in 2019, she was doing exactly what she loved—and her lifelong dream became an eternal one. Heartbroken to lose Jeffie, the Carroll community shared in the Wilkins’ grief. The Bamforths were compelled to create a tribute that would live on as part of Carroll’s Arts & Innovation Center.

The Bamforths have supported the A & I Center’s development from the beginning, and through their extraordinary lead gift in recognition of the *If Not for Carroll* campaign. “If it had existed when David was there,” Morag says, “it’s exactly the kind of place we’d never have gotten him out of. The A & I Center enables kids to dream and explore and take a risk in an environment where their creativity is encouraged and unleashed. It can be used by anyone at the school to teach in exactly the way Carroll students’ brains work.”

For Jeffie’s tribute, the Bamforths were inspired by a sculpture David created for Morag years ago, and the desire to create something equally as interactive as the Center itself. The phrase, “Live Your Dream,” became the perfect point of inspiration for the Bamforths, represented by a large mural depicting the mountains in New Hampshire where the Wilkins family lived before returning to Carroll—and lettered with Sarah’s beautiful calligraphy.





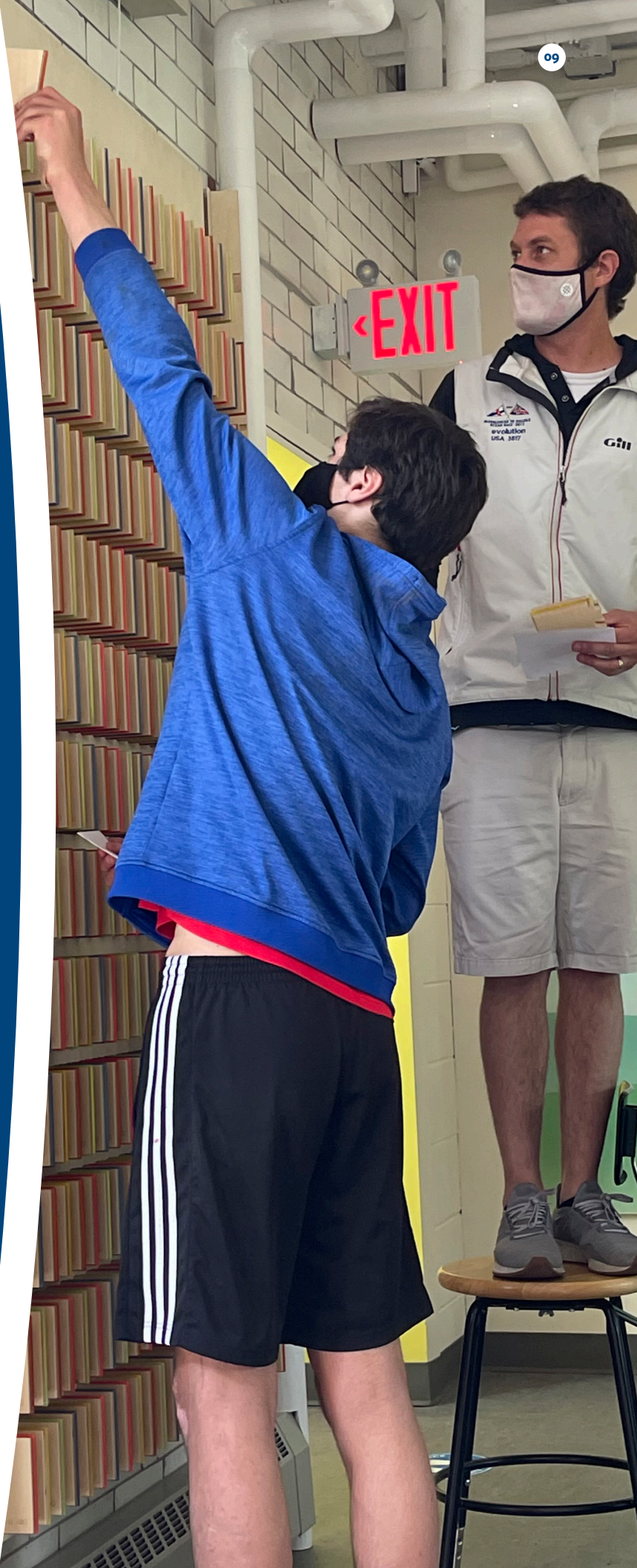
"We wanted to represent the highs and lows that come to any one of us pursuing a dream. Sometimes you face a steep climb to reach a magnificent pinnacle, and sometimes it's just gentle ups and downs."

The other part of the tribute is the "Dream Wall", where Carroll students can use one of 299 wooden capsules (marked with Cartesian coordinates—Steve's idea!) with colorful edges to store their own dreams. They can access, update, or change their dreams at any time, but the physical capsule keeps them safe—and as private as the student desires them to be. The colorful spine of each capsule, and the play of light on the Dream Wall ensures the structure is vibrant, dynamic, and perpetually new to viewers.

David was able to bring in Jaywalk Studio—an industrial design studio founded by a group of fellow Wentworth graduates—to support the creative process and fabrication of the project.

"Live Your Dream" has now launched in the A & I Center, where students get hands-on with the process and materials behind its creation, and discover for themselves how an idea becomes a design, and then a physical reality—a project-based learning experience perfectly in sync with the Center's vision.

"So much of school life is structured because it has to be," Mark says. "The A & I Center allows students to break out of that structure and experiment and learn new things on their own terms. It's exactly the kind of thing a family of engineers would choose to support!"



Teachers Leading Transformation: Investing in Our Faculty

The COVID-19 pandemic has taught us many lessons—but one of the most resonant and enduring lessons has been how essential skilled teachers are in the lives of students and their families—and to our society as a whole. As Head of School Steve Wilkins shared last winter,



“A crisis shines a bright light on what is truly important. The primacy of the wellbeing of children, and their happiness, optimism, and agency rises to the top of the lessons learned in the past year. In fact, our society and its economic engine cannot function without a mechanism for taking care of the next generation.

The novel coronavirus crisis has highlighted massive inequities in the distribution of wealth and access to healthcare in our society. It also heightened our attention to the unequal opportunity for a high-quality education. One powerful response to these inequities is to attract talent to the teaching profession, to raise the esteem accorded to the teaching profession, and to pay teachers at a rate that will encourage skilled and dedicated people to join the profession.

Student wellbeing requires the commitment, skill, creativity, tenacity, and humanity of the teacher. This fact has been amplified during the pandemic. Children are happier, families are happier, life is more fulfilling, America functions better when skilled teachers are able to teach their students. The hindrances of the last twelve months have affirmed this point more than ever—and our faculty are the reason we’ve succeeded at Carroll.”
Taken from Head of School Blog, January 27, 2021.

At Carroll, we know our faculty are at the heart of student success, which is why they are a key fundraising priority. Over the five years of *If Not for Carroll*, the campaign raised more than \$6.27 million to support faculty compensation and the ongoing deepening and broadening of our professional

development programs—including groundbreaking programs like the Brave Conversations series, which supports Carroll’s ongoing efforts to build a more diverse and inclusive community.

There’s more we need to accomplish, however, especially in the area of compensation.

Carroll has 2-3 times as many teachers per student as other independent schools, and nearly six times as many teachers per student as most public schools. The bulk of our expenses each year - nearly 80% - are actually comprised of faculty and staff salaries.

Over the last 4 years the average Carroll faculty salary has seen a healthy compound annual growth rate of 4.7% per year, but we continue to trail the overall compensation of peer schools in the greater Boston area. Considering the extraordinary work our teachers do, and the myriad ways they have grown and adapted in the past year, they deserve to earn competitive salaries more in line with what they could command away from Carroll.

Philanthropy from the Carroll community is a powerful affirmation of the life-changing impact made by Carroll teachers and tutors. We aim to continue building on that affirmation through increased investment in our educators with ongoing professional development and mentoring along with increased compensation.



Reflections from a pandemic year

“

I look around at what I've done in my classroom, and what I've seen my colleagues do, and it's hard to believe that we've only been at this for a year now!



People have really risen to the challenge in amazing ways. It hasn't been easy, but I think that it's been a real lesson in what you can do under extenuating circumstances and that, sure, we might not have chosen to make these changes this way—but when circumstances dictated, people found ways to make school work for students and for teachers.”

**Louisa French, Middle School
Integrated Curriculum Coordinator**

“

We were able to use virtual breakout rooms to make the experience personal to each child.

It was the most incredible way to give each child what they needed, because everybody would be working independently and I could really work one-on-one with a student and help them with whatever it was that they needed help with. All the focus was on them, and it was an invaluable asset to have.”

**Camille Casey, 5th Grade
Language Arts Teacher**



Fulfilling Our Mission: Financial Assistance Helps Make Carroll Accessible to Everyone Who Needs It

As an independent school, Carroll depends on tuition to cover many of its expenses—yet as with other independent schools, tuition can't possibly cover all expenses, from faculty salaries to another critical priority: financial aid.



The families who join the Carroll community are here because we offer exactly what their child needs, and that need can't be met anywhere else. Unfortunately, this lack of choice puts many families in a tough situation—needing something isn't the same as being able to afford it, and that disconnect can be incredibly stressful. Financial assistance helps bridge that gap and make Carroll more broadly accessible, regardless of ability to pay tuition, and is a critical tool for us to accept mission-appropriate kids to our community.

For Stacey Daniels, Chief Enrollment and Financial Assistance Officer, Carroll's efforts to broaden diversity in our community have an impact on the school's financial aid planning. "We want to increase diversity in every dimension here, and socio-economic diversity is an area where financial aid can truly help us build equity and inclusion. Whatever your background might be, wherever you're coming from, we want to remove the hurdle of tuition from your path."

At this time, Carroll provides an average of 80% of the current needs of our families. We continue to dream big, and if we were able to fulfill 100% of the need, we could have a greater impact on our families who need tuition assistance. There are also expenses beyond tuition, like transportation and afterschool programming, that Carroll would like to be able to cover for families who could use that type of support.

By prioritizing financial aid, Carroll sends the important message that the school is a place for everyone regardless of their resources, and acknowledges that financial aid is a common need many families share.

Donors have continued to play a significant role in making all of this possible—from the over \$6.22 million in campaign commitments to *If Not for Carroll*, to ongoing contributions to financial aid-focused endowment funds, to gifts to the Annual Fund each year. Financial aid giving particularly resonates with alumni families who know the difference Carroll makes, and who want other families to be able to also experience transformation in their child's learning journey.

That's why, since 2014, Carroll's financial aid budget has grown from \$900,000 to over \$3 million per year—and as donors continue to invest, this resource will continue to increase to meet the needs of our families. This year, 109 families were better able to afford Carroll as a result—our largest number ever!

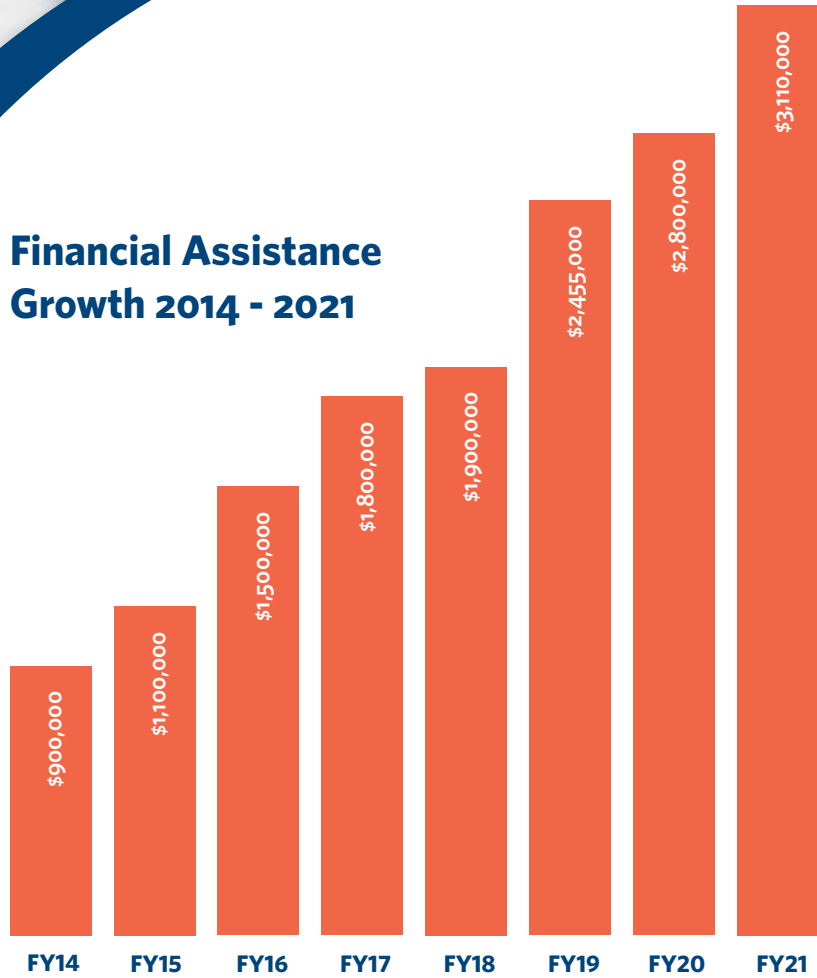
The Board also voted to provide \$100,000 in additional COVID-specific assistance to support families who were negatively impacted by the pandemic. The capacity to do so wouldn't have been possible without the philanthropic generosity of the Carroll community.

For Stacey, the growth of Carroll's financial aid budget is something she's honored to experience on a personal level: "When you don't have a choice, it makes it worse when you can't find the money to cover the solution to your problem. I've heard the deep emotion in parents' voices on the phone when I called them about their award."

"The relief is palpable when they realize they can now give their child access to the education they need and deserve."

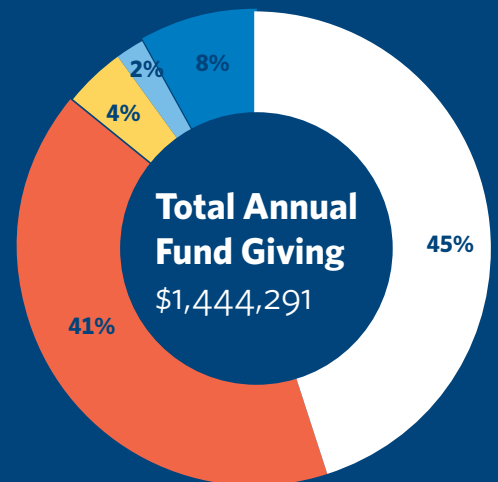


Financial Assistance Growth 2014 - 2021



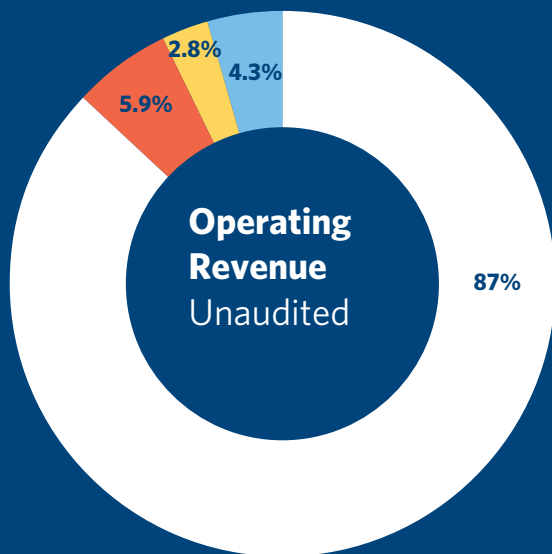
"I cannot summarize in a few sentences what the 4 years I spent at Carroll meant to me. I learned how to be a successful student and lifelong learner. More importantly, Carroll made me feel valued, taught me how to self-advocate, and empowered me to take risks. Carroll gave me back my confidence in my own abilities. I no longer let those obstacles define me or stop me from what truly makes me happy."

Eline, Class of 2014

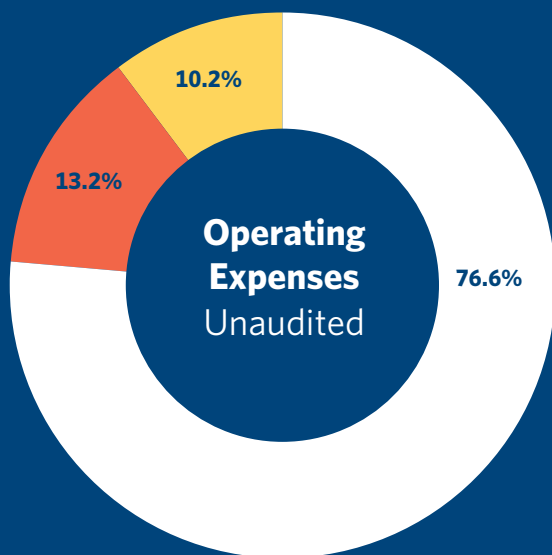


- Current Parents
- Alumni Parents
- Grandparents
- Alumni
- Friends

2020 - 2021



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



- People (salaries & benefits)
- Facilities
- Program

“Thinking Differently” positions Carroll alumni for success in the future of work

At Carroll, we are passionate about the diverse skills of our students, and their capacity to be empathetic, entrepreneurial problem solvers who see the world around them through a different lens.



Now a wide range of industries are opening their eyes to just how valuable different thinkers may be in our rapidly changing work landscape. Made by Dyslexia, a global charity run by successful dyslexic individuals, and EY, an employment consultancy, recently partnered on a white paper that explored how learning differences translate into critical skills that employers are looking for in today's candidates.

Their conclusion? “Varied cognitive profiles give dyslexic individuals natural abilities to form alternative views and solve problems creatively. Heightened cognitive abilities in certain areas, such as visualization and logical reasoning skills and natural entrepreneurial traits can bring a fresh, often intuitive perspective. Dyslexic strengths align closely with business needs, and can become part of the solution.”

Like many students their age, as our Upper School students prepare to leave Carroll for their next school and higher education, they can experience apprehension about being ready for what's next. That's why, this year, Upper School Head Kate Collins and Alumni Coordinator Mary McNulty partnered to create the Upper School Alumni Speaker Series.

Hearing from successful alumni gives Upper School students an opportunity to recognize their skills and opportunities in the path of someone else with learning differences. Kate says, “We want to encourage them to not let their struggles hold them back, and to understand that there's a magic in diversity of thought. We think differently about them, and we want them to think differently about themselves, too—and differently about their potential.”

Thinking Differently—Toward a Bright Future

Carroll students' unique skills will be powerful assets in the future of work.

Dyslexic strengths

Problem solving
 Entrepreneurial thinking
 Visual spatial skills
 Creative ideation
 Strong empathy
 "Big picture" outlook
 Adaptability

Workplace impact

- ▶ Using technology to overcome challenges
- ▶ Recognizing new opportunities and growth
- ▶ Creating user-friendly systems and spaces
- ▶ Developing new products and approaches
- ▶ Coaching and mentoring diverse teams
- ▶ Providing leadership at every level
- ▶ Pivoting to a new course of action



Alumni speakers in 2020-2021: Roy Dow '99, Special Education Teacher and Varsity Soccer Coach at Newton North High School; Erin McNulty '09, Athletic Trainer at Bates College; Alvie Stoddard '13, a senior at Babson College; Amelia Estrada '09, Doctoral Candidate at Tufts University, and Zoe Norcross '04, ELA Teacher at Carroll Middle School.

The ability to connect with students virtually made it possible for more alumni to get involved, too—an unexpected COVID-time benefit.

The goal across the series is ultimately to provide Upper School students with ongoing inspiration to choose their own path, and succeed because of who they are, not in spite of it.

As Kate puts it, "They think they don't have a superpower at all, but after hearing from our alumni, you see that realization sink in. There are adults out in the world that think and learn like they do, and they're doing cool things—and different things, too. There's a real diversity of outcomes available to our students that they might not realize until they hear it from someone who's been there."



“

It's nice to meet people who went to Carroll—and hear how Carroll impacted their lives.”

Upper School Student

“

Seeing these alumni has shown me that I am being prepared to pursue a career that I love.”

Upper School Student



Carroll School

45 Waltham Road
Wayland, Massachusetts 01778

“

Out of all the academics and activities I took part in at Carroll, I learned one lesson above all: Embrace being different. Carroll taught me to embrace how I am different than others and how others are different from me. This has been a key factor in the overall happiness and success in my life and I owe it to Carroll.”

David, Class of 2013



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

781.259.8342
carrollschool.org