The Carroll School (“Carroll” or “the School”) Student/Family Handbook (the “Handbook”) is published and distributed to members of the Carroll community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at Carroll. Students, parents/guardians and families as well as faculty, administration, and staff should all read and be familiar with the contents of the Handbook so that each member of the community knows and understands our expectations. While policies in this Handbook will generally apply, Carroll may take actions that it determines to be in the best interests of the school, its faculty, and its students. This Handbook does not limit the authority of Carroll to alter, interpret, and implement its rules, policies, and procedures before, during, and after the school year. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between Carroll and any parent, guardian, or student affiliated with or attending the Carroll School. Carroll may add, revise, and/or delete School policies before, during, and after the school year.

Main School Number 781-259-8342
Lower School Campus, 1841 Trapelo Road, Waltham, MA 02451
Middle School Campus, 25 Baker Bridge Road, Lincoln, MA 01773
Upper School Campus, 45 Waltham Road, Wayland, MA 01778
www.carrollschool.org
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ESSENTIAL INFORMATION

All student related services for the Lower School are conducted on the Waltham campus, in Lincoln for the Middle School and in Wayland for the Upper School. Campus-based student services include division head, academic department heads, admissions, counseling, speech and language, Multis, nursing, technology and Building and Grounds support. Shared administrative services are located as follows: Head of School is on the Lincoln campus, Business Office and Development are on the Wayland Campus, and the Communications Director is on the Waltham Campus.

Carroll School Mission Statement
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.

To fulfill its mission, Carroll School:

- Utilizes both proven instructional methods and innovative approaches founded in emerging scientific research;
- Meets individual student needs in small, supportive classroom environments;
- Teaches students skills that enable them to become responsible active learners who understand that their success is a direct result of their effective effort;
- Contributes to the understanding of language-based learning disabilities, such as dyslexia, by offering professional development for Carroll School faculty and educators worldwide, and collaborating with other professionals in the field;
- Conducts innovative research projects, and actively creates and distributes new instructional approaches;
- Serves a culturally, ethnically, and economically diverse population, and believes that multiple points of view enrich the School’s community;
- Celebrates the unique gifts and perspectives of individuals with language-based learning disabilities, such as dyslexia.

Additionally, Carroll School and the Carroll Cognitive Intervention and Research Department reach outside the student environment through research projects, professional associations, programs of parental support, and teacher training. Consistent with the lifelong nature of learning, Carroll School seeks enduring relationships with all its constituencies.

History of Carroll School
Dr. Edwin Cole, a prominent neurologist on the staff of Massachusetts General Hospital, had the initial vision for Carroll School. In 1967, Dr. Cole, Samuel Lowe, and F. Gorham Brigham, Jr. founded a school to address the needs of bright children with dyslexia. From the outset, the School used the approach developed by neuropsychiatrist, Dr. Samuel Orton, and educator, Anna Gillingham.
Initially, the school was located in West Newton, where it acquired the property of The Miss Carroll School, a private school dating back to 1882. The three founders became the first Trustees of the new school. The first Head of School was Dean Roberts, who had been Head of the lower school at Browne and Nichols. Teachers were recruited and several professionals were hired from Massachusetts General Reading Clinic. The school opened in September 1967 with seven students, and by year-end, there were twenty-eight students.

The School’s enrollment expanded quickly, and it soon outgrew the small building in West Newton. When the first Headmaster left, the Board hired William Adams under whose leadership the School purchased property in Lincoln and moved in 1971. Built in 1907, the property had been the summer residence of the Storrow family. The Storrow’s mansion, its Gate House, and the surrounding woods were wonderful new spaces for the expanding school. The first new building was a yurt built in 1971, followed by the Comeau Gymnasium in 1973. In 1995, a new building containing classrooms and the Spaulding Performing Arts Center was carved out of the wooded hillside. Needham Station, a shelter for students waiting for pick-up, was built in 1999 to honor Tom Needham, the fifth Head of School.

In 1971, Michael Stratton, “Strats,” came to Carroll and developed the Bounders Program to provide a physical outlet to balance the demands of the language curriculum. Strats based the new program on the concepts developed by Kurt Hahn as implemented in Outward Bound Schools throughout the world. The gardener’s shed became home for the Bounders Program and provided the beginnings of the Bounders experience.

In 2010, Carroll expanded to two campuses, with the Lower School grades 1-5 located at 1841 Trapelo Road in Waltham and grades 6-9 located at 25 Baker Bridge Road in Lincoln.

In 2012, Carroll launched the 9th grade program. The mission of this program is to provide students with LBLD a high powered, college preparatory curriculum. In the fall of 2017, the new 8th grade students and ninth graders moved to the new Wayland Campus, located at 45 Waltham Road.

Throughout its 55 years, the School has remained committed to the mission and vision of its founders. Today, there are approximately 440 students who come daily to all three campuses from many cities and towns in Massachusetts as well as from New Hampshire. The School has a staff of approximately 210, including over 150 teachers and tutors.

With the development of better methods of identifying learning disabilities, Carroll now enrolls students as early as first grade and applicants are accepted through grade nine.

Summer@Carroll is designed for children with language-based learning disabilities. Our five-week, full-day program provides remedial reading, writing, math, targeted cognitive intervention, and enrichment classes. Classes are formed according to age and skills, typically with eight or fewer students in a class. Students entering grades 1-7 receive language tutoring daily from tutors trained in the Orton-Gillingham approach. Our teachers, tutors, and counselors come from Carroll and a variety of other Greater Boston area schools, colleges, and high schools. After a morning of academic classes, students break into small groups led by experienced teachers.
counselors. These groups stay together throughout the five weeks, forming friendships and
developing group skills. The afternoons are full of activities such as indoor and outdoor games,
arts and crafts, and water activities.

Heads of Carroll School
- Dean Roberts (1967-1970)
- Allan Forsythe (1978-1982)
- Isabel Wesley, Interim Head (1998-1999)
- Sharon Lloyd Clark (1999-2004)
- Philip Burling, Interim Head (2004-2005)
- Stephen M. Wilkins (2005-2021)
- Renée Greenfield (2021-present)

An Independent School
Carroll School is accredited by the New England Association of Schools and Colleges (NEASC) and
Association of Independent Schools of New England (AISNE).

The decennial accreditation process requires a school to undertake rigorous self-evaluations of
curriculum, programs, employee procedures, facilities, and finances and an exhaustive site visit
by a team of peer educators. In addition, NEASC accreditation is dependent on adherence to
prescribed principles of good practice in administration and operation.

At the core of those principles is a commitment to equal access and opportunity, which
incorporates Carroll’s prohibition on discrimination on the basis of race, religion, gender, gender
identity, sexual orientation, disability, national origin, or other classifications protected under
law in employment practices, admission of students, and administration of its educational
programs. Carroll School received its most recent re-accreditation from NEASC in 2013. Carroll
will be partnering with AISNE for re-accreditation in 2023.

Governance
Carroll School is a non-profit, 501(c) (3) organization governed by a voluntary Board of
Trustees. The Board includes members nominated by its Committee on Trustees. The Board
elects its Chair, Vice Chair(s), Treasurer, and Clerk. Ex-Officio members of the Board include
the Head, President(s) of the Parents’ Association. Trustees bring a wide range of expertise from
the professional, business, civic, and educational communities. Our Board includes current
parents, parents of alumni, and alumni and meets regularly throughout the school year.

The Board of Trustees establishes policy for the School, generates resources for the School’s
operation, hires the Head, and supports the Head’s administration of all school programs.

School Cancellations (Snow Days/Severe Weather)
Carroll will be using the School Messenger alert system to notify employees and parents
when there is a change in the status of a school day. Severe weather can occur during any season, not just during the winter months. This message will go to the number you provided.

If your cell phone number needs updating, please email techsupport@carrollschool.org. You can also check the Carroll School website as a source of our status, www.carrollschool.org.

On rare occasions, the School may close early due to inclement weather. The School contacts transportation companies and parents in the event of early closing. No child is released from school outside regular hours without parent notification. For this reason, it is imperative that the School receive notification of all transportation arrangements and/or changes in daily routine.

**Enrollment Agreements**

Enrollment agreements are typically sent to returning families in February. Returning families will receive a contract if all financial obligations are current. Families are responsible for full tuition after June 1st. Should a family decide to leave prior to this date, the School will refund tuition paid, less the 10% non-refundable enrollment deposit. If a family decides to leave after this date and has purchased tuition insurance, the insurance may cover a portion of remaining tuition subject to approval by the insurance provider. Please see the “Tuition Insurance” section below for more information. Otherwise, tuition for the full year is not refundable.

Carroll School retains the right to delay or to not extend a re-enrollment contract at all if the School determines that such a recommendation is in the best interest of the student and/or the School community. The Head of School, in the Head’s sole discretion, makes the final decision as to whether a student will be invited to return for another year. This difficult conclusion is only reached after careful consideration. While parents/guardians are involved in this process, the School will make the ultimate decision and will assist, if possible, in the process of locating an appropriate alternative school.

**Tuition Assistance**

Carroll is committed to helping families with demonstrated need to cover the cost of tuition. Families can access our financial assistance application and more information at Financial Assistance.

**Tuition Insurance**

As noted in the “Enrollment Agreements” section above, families are financially obligated to pay full tuition after June 1st, regardless of withdrawal for any reason. Accordingly, Carroll offers an optional tuition insurance plan. Subject to review/approval of a claim by the insurance provider, the plan will pay a portion of the remaining tuition for a covered loss (portion varies by type of loss). The plan is optional, but families are strongly encouraged to participate as the School does not provide refunds. Families must make their decision to purchase/decline coverage as part of the annual enrollment process.

**Tuition Payment Plans**

A ten percent non-refundable enrollment deposit is due with the signed enrollment agreement. Families select one of three payment plans to pay the remaining tuition balance:
1 payment--entire remaining balance due on June 1st
2 payments--50% of remaining balance due on June 1st and 50% due on December 1st
10 payments--Monthly payments due from April 1st through January 1st

Billing
No student will be permitted to begin School in September unless the tuition has been paid in full or a family is participating in one of the payment plans. The School does recognize that families may experience extenuating financial circumstances. While the School is willing to work with families in these instances, all accommodating payment plans must be approved in writing by the Chief Financial Officer, and payments must be received on a regular basis.

Failure to make timely tuition payments may result in significant consequences, including, but not limited to, the School’s refusal to enroll or reenroll the student, or dismissal of the student. An account will be considered delinquent if not paid within 15 days of the due date. A late fee of $40 per month will be assessed on the delinquent balance. The School may refuse future enrollment of the student unless all outstanding payment obligations are met or satisfactory arrangements for payment are made with the School.

Payments
Parents submitting checks to Carroll for any reason should mail or hand them directly to the Business Office on the Wayland campus. All checks received by employees for school business must be forwarded to the Business Office immediately.

GENERAL POLICIES & PROCEDURES

Student Cell Phone and Wearable Technology Use
Student cell phones and wearables (such as watches) in all grades must be turned off and stored in backpacks or lockers during school hours. Use of a cell phone and/or wearable can only occur with permission of a staff member and in supervision of that staff member. Calls should not be made during class or in between class times. Parents must contact the School if they need to get a message to their child during the school day and staff personnel will contact parents about a need for an early dismissal due to illness or any other reason. Students are not permitted to contact parents without adult permission during the school day.

Student Dress
Student Dress is designed to be gender-equitable, allow for individuality, encourage a neat and clean appearance, and promote a seriousness of purpose that is aligned with an educational setting. Students must wear sensible clothing to school at all times. Questionable attire will be evaluated as needed, and adjustments may be made on an individualized basis in consideration of facts and circumstances. Although not a strict dress code, Carroll expects all families and students to follow a rule of reason in choosing sensible clothing given the nature of Carroll’s school environment and the expected interactions in our community. Sensible clothing is defined in the following ways:

- All clothing should be clean.
• All clothing should provide adequate coverage. The student should be able to move comfortably without exposure of undergarments, backs, midriffs, chests, and buttocks. Sheer or see-through clothing, holes, rips, and/or tears should not expose any of these areas.
• No clothing should be decorated with messages expressing hateful or vulgar terms, derogatory references to one’s or another’s identity (i.e., race, religion, gender, gender identity, sexual orientation, age, disability, etc.) nor should clothing be decorated with messages or symbols advocating violence, alcohol, drugs, or other criminal behavior.
• Hats and hoods cannot be worn in the school building.
• Proper footwear should be worn at all times. Flip-flops are not allowed.

**Bounders Participation Dress Guide**
Students participating in Bounders will be notified of the clothes they need for their activities. Students must bring a Bounders bag with a season-appropriate change of clothes. This bag is left at school.

**Middle School Dress Guide for PE**
Middle School students are expected to change and bring appropriate clothing for Physical Education and Bounders. Gym clothes should consist of sweatpants and/or shorts, a t-shirt, and sneakers. If students have gym first or last block of the day, they may wear gym clothes to school or home from school, but they must be within the Dress Guide for all other parts of the school.

**Lower School Dress Guide Violation Consequences**
Lower School students not complying with dress guidelines will be reminded and sent to the Counseling Office to get proper attire and parents will be notified if noncompliance to

**Middle School Dress Guide Violation Consequences**
1st Offense:
• Student warned about Dress Guide issue
• Violation entered into Misstep Form
• Student may be asked to change clothes (borrow from a friend, counselor, etc.)

2nd Offense:
• Student warned about Dress Guide issue
• Student changes clothes (borrow from a friend, counselor, etc.)
• Violation entered into Misstep Form
• Phone call home/reminder to parents

3rd Offense:
• Student warned about Dress Guide issue
• Student changes clothes (borrow from a friend, counselor, etc.)
• Violation entered into Misstep Form
• Student meets with Dean of Students for an Responsive Problem Solving Meeting
• Phone call home: student required to bring a change of clothes to keep in backpack or locker for rest of year
More Than 3 Violations:
- Individual plan in place - may include a parent meeting

**Upper School Dress Guide Violation Consequences**
Disregard for these guidelines will be reported to the student’s advisor, the school counselor and/or the Division Head. Regular infractions could result in a response from the School commensurate with the level of disregard. Ultimately, dress guide violations are opportunities for the student, the School and the family to work together within our expectations and Carroll’s community standards.

**Consequences of Upper School Dress Guide Infraction**
- Student warned about dress guide issue by advisor or counselor
- Student changes clothes (borrow from a friend, counselor, etc.)
- Student parents contacted for assistance in meeting expectations
- Student asked to bring appropriate clothing to school to leave for future issues

**Attendance Policy**
Carroll incorporates small classes and academically specialized developmental programming that requires students to be in regular attendance to take full advantage of the program. Student progress and classroom continuity suffers when students are not in regular attendance.

Students are expected to be in regular attendance throughout the school year. Because occasionally circumstances arise that keep students from attending school, the School makes accommodations for excused absences. The following is a list of excused absences.

1. An absence due to illness
2. An absence due to religious holiday
3. An absence with parental permission that is approved by the School
4. An absence due to disciplinary reason
5. An absence due to cancellation of transportation by a school district

The School may respond, formulate corrective plans, and evaluate program participation including continued enrollment as a result of a student's excessive absences within the academic year. This policy is in place to ensure that both students and parents understand the effects and importance of good attendance.

**Reporting an Absence/Tardy/Early Dismissal**
Absence/Tardy/Early Dismissal - Attendance is taken every morning. Parents are expected to complete a form on our website under “My Carroll” to report student absences, tardies, or early dismissals and provide more detail as to the nature of the child’s absence. Please click here.

The appropriate Division Administrative Assistant will call home or email parents if there is no notification regarding a student’s absence. In addition to using the form mentioned above, parents should be contacting the Director of the Extended Day Program/Athletic Director.
**Planned Absences**
Parents must contact the Division Head at least two weeks in advance of planned absences, such as school visits, as planned absences must be approved by the School. Once approved, students should speak with their teachers about planned absences and generally teachers will try to make assignments available for students. Upon returning, the student will work with their advisor to make up missed work or tests.

Please avoid scheduling a vacation during time when school is in session. It is disruptive to your child’s learning and compromises our efforts. Note that Middle and Upper students may be given work to complete in the case of a planned absence or vacation.

**Emails to Faculty and Staff**
To reach anyone at Carroll by email, type the first initial and last name of the person you want to communicate with @carrollschool.org (i.e. jdoe@carrollschool.org). This is the best way to communicate with faculty as teachers do not have easy access to telephones during the day.

Campus Coordinators can be reached each morning when important messages need to be delivered and when access to the Division Head is needed:

<table>
<thead>
<tr>
<th>Lower School</th>
<th>781-314-9827</th>
<th>Middle School</th>
<th>781-314-9707</th>
<th>Upper School</th>
<th>781-314-9709</th>
</tr>
</thead>
</table>

**After School Plans**
Parents should notify the School of any changes in their child’s regular after school plans, including a change of carpool, if the student is going home with another child, or if someone different is picking up the child. **PLEASE NOTE: without a formal notification, the student will go home by the usual means.** Also, remember to inform transportation companies when you have a change in plans.

**Transportation**
Because parents, carpools, or transportation companies transport students, parents must inform the School and their child’s driver if there is a change in the student’s regular transportation plan. Remember, parents are responsible for informing transportation companies if there is a change in your child’s status.

**Extended Day and Friday Programs**
Extended Day and Friday afternoon programming is offered throughout the school year and parents can enroll their child in these programs through the parent community on the Carroll website.

Monday - Thursday, the extended day offerings run until 4:45pm and Friday’s offerings run through 4:30 pm.

**School Meetings and Assemblies**
Division-wide assemblies are held frequently. Many of these are devoted to the opportunity to watch other members of our community perform. On occasion, we are also fortunate to be able to welcome visiting speakers and performers. Every student is expected to arrive at
assemblies promptly and to exemplify mature, supportive and appropriate audience behavior throughout the lecture or performance.

**Privacy Protection and Data Destruction Laws**
Carroll is required to abide by State and Federal law regarding the use, storage and destruction of regulated personal information. At a minimum, regulated personal information is: last name and first initial combined with any of the following: social security number, driver's license number, bank account information, credit card information, and financial information. There may also be additional information that is considered private and sensitive.

To aid Carroll in protecting privacy, we require that families and students follow all directions concerning the transmission and storage of data that may contain personal information or other private or sensitive information. If families or students have any questions about this policy, please contact the School.

**Lost and Found**
Parents should make sure that all clothing and personal items are marked with the child’s name. Carroll is not responsible for lost or stolen property. There is a lost and found in the Gym of the Lower and Middle School. The Upper School’s lost and found is in the counselor’s office.

**Research**
Carroll often supports research projects that contribute to the understanding of language based learning disabilities and which benefit our students directly. When research is conducted in which student information is shared outside of the School, prior parental consent is sought.

**Athletics**
Carroll's Interscholastic Sports Program for middle school athletes emphasizes developing athletic skills, sportsmanship, leadership, teamwork, confidence, social skills, school spirit, and the ability to compete both physically, intellectually, and emotionally. The Carroll coaching staff, who are all Carroll teachers, work to meet each student-athletes skills where they are developmentally and build off these skills. At Carroll, students learn that winning is the way one carries themselves in victory and defeat. The athletic program is available for students in sixth through ninth grades. In order to be eligible for athletics, the appropriate medical forms and physicals must be on file and the student must be eligible academically and behaviorally, as determined by the School.

**Facilities Use Policy**
There is no use of Carroll facilities by current employees and other individuals, including but not limited to former employees, an employee’s family members, current or past parents, and local sports teams, for any type of personal event, private party, sports practice or other events unrelated to the School.

**Security, Emergencies, and Drills**
Carroll takes the safety of its students and the community very seriously. There are systems in place in the event of an emergency on campus, and regular drills are conducted to make all those on campus aware of the procedures.
Surveillance Cameras on Campus
The School has installed video cameras at certain spaces on each campus. The School seeks to balance the security, safety, and other benefits derived from the use of video surveillance with any privacy concerns of the School’s employees, students, families, and guests. In all cases, security equipment is used in a manner that adheres to legal statutes and ethical standards where the right of privacy is concerned and is not used where there exists a reasonable expectation of privacy, such as in restrooms, locker rooms, etc.

Search and Seizure
The School may conduct a search of a student and/or the student’s belongings, including personal items, such as bags and backpacks, personal electronic devices, and other effects, if the School suspects a student may be violating the law or violating a School rule or code of conduct. This includes personal devices, such as cell phones.

Lockers are the property of the School. Students exercise control over their lockers from other students, but not from the School and its officials. As a result, the Head of School and the Head’s designees, as well as law enforcement officials, may search lockers as the School determines may be appropriate, which may include random searches. The School and law enforcement officials may seize items that may jeopardize the safety of others or property, or constitute a health hazard.

Asbestos Hazard Emergency Response Act
This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act). Asbestos Management Plans have been developed for the School. These plans are available and accessible to the public at the School’s Director of Facilities office on the Lincoln campus. This notification is required by law and should not be construed to indicate the existence of any hazardous conditions in our school buildings.

Background Checks
With student safety as a priority at the School, the School conducts state and national criminal history and sex offender registry checks on all current and prospective faculty and staff of the School who may have “direct and unmonitored access to children,” including any individual who regularly provides School-related transportation to students.

The School requires any volunteers who will work independently with students to undergo a state criminal background check or “CORI” (Criminal Offender Record Information). These background checks require the completion of a brief application form and verification of a government-issued photographic identification, and are only conducted with the consent of an individual employee or volunteer. A volunteer’s service, and an individual’s employment, is contingent upon successful completion of the checks.

Completed CORI and fingerprint-based check forms must be returned to the Human Resources Office at least two weeks in advance of volunteering.
Volunteer and/or Intern Services
Through Carroll’s Teacher Training Institute and the Master’s Program collaboration between Carroll School, Buckingham Browne & Nichols School and Lesley University, Carroll offers opportunities for teachers in training to intern as classroom teachers and language tutors. Always under the direct supervision of Carroll employees, these interns gain valuable experience in the field of the education of the language learning challenged student.

Carroll requires all interns and volunteers who may have direct and unsupervised contact with children to undergo criminal history background screening in accordance with state laws. Currently, the School does not require all parent volunteers to submit to criminal background checks, but that may vary depending on the nature of the activities involved.

Visitors to Campus
For the safety of our students, our Visitor Pass policy includes parents, family members, alumni, and visitors from outside of the School community. Upon arrival at one of our campuses, visitors are required to check in with the Campus Administrator. Special events for an entire class and all School meetings are exceptions to this policy.

LOWER-SCHOOL POLICIES & PROCEDURES

Lower School Hours (Gr 1-5)
● Lower School day begins at 8:15 am and ends at 3:10 pm, except for Fridays when classes end at 12:05 pm. Students should arrive by 8:15 am so they are not marked tardy.
● Lunch is from 12:20-1:10 pm.
● Pick up is at 3:15 Monday-Thursday and at 12:15 on Fridays.

Lower School Morning Drop-off
● Students can arrive from 7:30 - 8:15 am
● Students who arrive after 8:15 am for LS are tardy. Lower School students arriving late should report to the Lower School Administrative Assistant. A parent/guardian should escort the child into the building to sign the child in.

Lower School Afternoon Pick-up
● Cars may not enter the campus until 2:45 pm (11:30 am on Friday).
● No child may be excused from school to be picked up early unless that child has a written note or the parent completes the form on our website under “My Carroll” to report early dismissals.
● If your child is going home with another child or a different driver, please send a note or an email to the Lower School Administrative Assistant that morning.
● If your child rides with a transportation company and will not attend school that day, it is a parent’s responsibility to inform that company.
● It is expected that all students not attending Extended Day or Friday Afternoon Program will be picked up by 3:30 pm M-Th and 12:30 pm F. If you expect to be later, please phone the Lower School Administrative Assistant (781-259-8342 x9842) with your
expected arrival time. Your child will wait in the Main Lobby.

- **Pick-up time for Extended Day** (M-Th) is 4:45 pm.
- **Pick-up time for the Friday Afternoon program** is 4:30 pm.

**Lower School Birthdays**

Birthdays are very exciting days for children and we are happy to celebrate a student’s special day in school. Because we have a very specific food sharing policy in the Lower School (see Lower School Food Safety Policy), we ask that birthday celebrations do not include sharing food. If a student would like to celebrate their birthday in school, the parents should check with the student’s homeroom teacher first. Celebrations will be held in their homeroom. A celebration can include sharing small items such as; pencils, erasers etc. and can also include doing a short activity. Birthdays in each grade are also acknowledged on grade calendars that are posted in the hallways.

**Lower School Birthday Parties**

Coordinating birthday parties outside of school can be tricky to orchestrate and we ask that families consider the following in making birthday party plans. Our classes are small communities and we ask that families strongly consider being inclusive with birthday invite lists. Also, we ask that families avoid picking up the birthday party group at school as it creates an environment for kids who are not invited to feel excluded. Meeting parents of the children invited to the party at a location close to school instead of at school is a more sensitive option. Please contact the Lower School Division Head with questions or for suggestions.

**MIDDLE-SCHOOL POLICIES & PROCEDURES**

**Middle School Hours (Gr 6-8)**

- Middle School day begins at 8:15 am and ends at 3:10 pm, except for Fridays when classes end at 12:05 pm. Students should arrive by 8:10 am so they are ready for the 8:15 am start of classes.
- Lunch is from 12:00-12:30 pm.
- Pick up is at 3:15 Monday-Thursday and at 12:15 on Fridays.

**Middle School Morning Drop-off**

- All students should be dropped off at the Gym between 7:30 and 8:15 am, where a supervised setting is provided until the beginning of school. Children should not arrive at School before 7:30 am.
- Students should be at school by 8:10 am, so they are ready for classes, which begin at 8:15 am.
- Students arriving after 8:15 am, who are tardy, should report to the School Receptionist, located at the main entrance to the Storrow Building on the first floor, and must be escorted by their parent or guardian to sign in.
- **Please do not stop in the road to drop off students**, as this is not safe for students or vehicles.
Middle School Afternoon Pick-up

- Cars may not come on campus until 2:45 pm (11:30 am on Friday).
- **Please remember while waiting for pickup to stay to the right on the driveway in a single lane until you get beyond the Gym, then form a double lane of cars. Please turn your car off while you wait.**
- No child may be excused from school to be picked up early unless that child has a written note or the parent completes the form on our website under “My Carroll” to report early dismissals.
- If your child rides in a cab and will not attend school that day, it is a parent’s responsibility to inform the cab company.
- **Pick-up at 3:10 pm (12:15 pm on Fridays)** for all students will be at Needham Station, located beyond the Gym.
- It is expected that all students will be picked up by 3:30 pm. After that time, students will wait for their rides with the receptionist who is located on the first floor of Storrow House. If you expect to be later, please phone the Middle School Division Head Administrative Assistant with your expected arrival time (781-314-9711).
- **Pick-up time for Extended Day** (M-Th) is 4:45 pm at Needham Station.
- **Pick-up time for Friday Afternoon program** is 4:30 pm at Needham Station.
- Not allowed: parking at the bottom of the exit driveway to pick up students or anywhere along Baker Bridge Road.
- Please note: Walking home from the Lincoln campus is not permitted, as we do not have sidewalks that allow for safe navigation.

Middle School Make a Plan (MAP) System Overview

The Carroll Middle School believes in a structured approach that supports building metacognition, allows students to strengthen executive functioning skills, develop self-awareness, and evolve into independent, strategic learners. The Middle School will employ a non-punitive system that holds students accountable for completing their homework, keeping their materials organized, and being prepared for class. This system also acknowledges students for demonstrating exemplary active learning skills and encourages them to reflect on their successes and challenges. This system will help teachers and students recognize patterns that demonstrate an area of need so that they can work together to “Make a Plan” (MAP) to address the challenge and build underlying skills.

Middle School MAP System Components

1. **Regular check-ins** - Teacher supported check-ins at the end of each day during the NCLU (No Child Left Unorganized) time will help ensure that students organize materials, understand homework expectations, and prioritize tasks as needed.

2. **MAP Logs and Notices** - Teachers will write MAP notices to record challenges with homework completion and organization. MAP notices will be recorded in an individualized communication log that is shared with the student. Students and teachers will use MAP notices to look for patterns and/or concentrated areas of challenge in order to goal-set and build an action plan. The MAP log will also be used to acknowledge positive behaviors and accomplishments as well as to communicate “Homework Hoorays” and other positives from the school day. Advisors will communicate student
MAP notices to parents at least once a month.

a. Examples of MAP Notices:
   i. Homework not done
   ii. Homework incomplete or showing lack of effort
   iii. Forgot laptop
   iv. Forgot to charge laptop
   v. Unprepared for class

b. Examples of MAP Hoorays:
   i. Excellent class participation
   ii. Effective collaborator
   iii. Identified a challenge and took action
   iv. Creativity
   v. Thorough and detailed response
   vi. Attempted all problems

3. **Individualized MAP meetings** - If a pattern of challenge emerges, a student and their advisor will have a MAP meeting. Together, they will identify the challenge and “make a plan” by setting realistic goals. The action plan may include: working with an advisor to develop time management skills and awareness, attending lunch study, or participating in an after school study hall. The goal is for students to learn to recognize patterns and understand the reasons behind their challenges in order to address the lagging skill or difficulty and move forward. Other adults may be involved in MAP meetings based on the pattern/reason (e.g., academic teacher, counselor, speech language pathologist, parent via the phone). In order to create a collaboration between school and home while still maintaining a student centered system, advisors will contact home after a MAP meeting to share the agreed-upon Action Plan. No further action is required from families unless directly specified in the Action Plan.

**MAP Notices and Meeting**
- (1) meant to track homework completion, work quality, organizational skills and overall readiness to learn.
- (2) provide an opportunity for students and teachers to goal-set and create an action plan together when a recurring challenge is recognized.
- (3) to ensure student accountability and help students develop metacognitive awareness and grow into independent learners.
- (4) not meant to be punitive, but instead a form of problem-solving to help students develop skills and build independence.
- (5) designed to recognize student accomplishments and document positive achievements.

In the event a student is struggling to keep up with their homework, they may be asked to stay after school for a Friday Work Session. Having a Friday Work Session is not a punishment, but rather is a time for two hours of supervised study for students who are having significant difficulty with homework completion. Parents are responsible for arranging for transportation for these Friday afternoons. Parents will be notified by their child’s advisor if they are not doing their work before a Work Session needs to be given. Advisors will communicate missing assignments posted in the MAP log.
Expectation Misstep Form
An expectation misstep form is filled out when a student has violated any of our HAWKS (Honesty, Accountability, Work ethic, Kindness, Safety) core values and is struggling to adhere to community expectations. This form is filled out at the time of the incident and provides a brief description of the “misstep.” The purpose of this form is to document any challenging behaviors that a student may be exhibiting so that the proper support and adjustments can be put in place to promote their success. The misstep form is also used as a tool to build accountability within the student and challenges them to reflect on their actions. In a situation where immediate assistance is needed, or if a student has received multiple missteps, the Dean of Students, Assistant Division Head, and Middle School Head will be notified and will meet with the student to discuss the issue and will partner with parents/guardians to support the student.

UPPER-SCHOOL POLICIES & PROCEDURES

Upper School Hours (8th graders and 9th graders)
- The Upper School day begins at 8:15 am and ends at 3:10 pm, except for Fridays when classes end at 12:05 pm. Students should arrive by 8:10 am so they are ready for the 8:15 am start of classes.
- Lunch is from 12:00-12:45.
- Pick up is at 3:10 Monday-Thursday and between 12:05-12:15 pm on Fridays.

Upper School Morning Drop-off
- Students should not arrive at School before 7:30 am.
- Students may be dropped off next to the driveway outside the main entrance and students should be at school by 8:10 am so they are ready for classes, which begin at 8:15 am.
- Students arriving after 8:15 am, who are tardy, should report to the campus administrator at the front desk.

Upper School Afternoon Pick-up
- Cars may not come on campus until 2:30 pm (11:30 am on Friday).
- A student may be excused from school to be picked up early by providing a written note or the parent completes the form on our website under “My Carroll” to report early dismissals.
- If your child is going home with another child or a different driver, please send an email to the Wayland Campus Administrator.
- If your child rides in a cab and will not attend school that day, it is a parent’s responsibility to inform the transportation company.
- Pick-up at 3:10 pm (12:05 pm on Fridays) for all students who will be at the driveway outside of the main entrance.
- It is expected that all students will be picked up by 3:30 pm. After that time, students will wait for their rides in the common area. Drivers will need to park and come in. If you expect to be later, please phone the Wayland Campus Administrator’s desk with your expected arrival time (781-259-8342 x9760).
- Pick-up time for Extended Day (M-Th) is 4:45 pm.
• Pick-up time for Friday Afternoon Program is 4:30 pm at Needham Station on the Lincoln campus

Friday Afternoon Work Sessions
This table shows the number of missed assignments that will typically result in a Friday Work Session.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Trimester 1</th>
<th>Trimester 2 and 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

Having a Friday Work Session is not a punishment, but rather is a time for two hours of supervised study for students who are having significant difficulty with homework completion. Parents are responsible for arranging for transportation for these Friday afternoons. Parents may be notified if their child is not doing their work before a Work Session needs to be given. In general, parents will be notified about missing assignments roughly every other week in an UP update form.

ACADEMIC MATTERS

Carroll School Belief Statements
Over the past years, the faculty has worked to generate these statements to accompany and amplify Carroll’s mission statement.

1. We believe that our commitment to a student’s healthy social emotional well-being goes hand-in-hand with their academic success. We strive to create an environment where students feel safe, valued, connected, and secure, empowering them to take risks and become confident independent members of our community.

2. We believe that through a dynamic process informed by parents, teachers, counselors, data, and student performance, we can identify and provide each student with what the student most needs in order to optimize performance in both academic and social/emotional realms and become strong self-advocates and lifelong learners.

3. We believe teachers are lifelong learners and have the power to change the lives of students by instilling a growth mindset for learning.

4. We believe that our diagnostic, prescriptive, multisensory, student-centered teaching guides our decisions about how to give each student what the student most needs, including capitalizing on strengths and addressing learning struggles.

Academic Honesty
The School expects each student to be committed to their own learning and growth. To this end, each student will produce and submit their own work and clearly reference any other sources or information used in their work that was generated by someone else.

Cheating, copying, plagiarism, or the use of a student’s previously submitted materials constitute behavior infractions and may result in activating a disciplinary response.
Homework Philosophy and Expectations

Carroll holds an atypical view of homework. Homework is an opportunity for students to practice what they already know. It is not an opportunity to present work that is new or relatively unpracticed by the student. For most students, and particularly for those in their early years at Carroll, homework is not a time to challenge students beyond their level of comfortable independence. Teachers will accelerate homework challenges as a student gains in skills, confidence, and tenacity.

Homework is designed to be a successful experience in which students realize that they know a lot, have control over their learning, and have gained new skills. Further, we do not expect parents to do their child’s homework with them. Homework is important for all students to practice skills that were directly taught in class. This approach enables teachers and tutors to better understand which skills are solid in a student’s repertoire and which require further instruction. Homework provides students with an opportunity to:

- Independently apply what has been directly taught and practiced in class;
- Continue to prepare for the academic rigor that they will face upon transition from Carroll;
- Increase independence as they move developmentally through our program;
- Develop strong work habits and study skills so that they may become increasingly independent and confident learners;
- Become increasingly self-disciplined;
- Learn how to budget time.

Teachers give all students regular homework assignments, which students record regularly and accurately on electronic homework planners. If homework completion deteriorates, alternative homework plans may be put in place. The amount of homework and the type of assignments are dependent on the developmental and academic level of students. Teachers carefully monitor student completion of homework and make adjustments depending on individual needs.

If, for example, a student is spending excessive time on homework, beyond the guidelines specified for their grade in this Handbook, parents should be expected to communicate with the teacher, who has the responsibility to work with the parents to establish reasonable homework objectives. Although homework is essential for academic development and maintenance of hard earned skills, no student should be so overloaded with homework that it deprives them of adequate play and family time.

As with all aspects of Carroll’s academic program, homework is assigned to each student according to what that student most needs in order to thrive. The following chart may be useful to parents and students in setting general expectations for homework, but the “Giving Each Child What They Most Need” is always our guiding principle.

All homework is due by the start of school for every subject (8:15 am). Students should arrive at school in enough time to print homework, turn it in at a central location, and talk to a teacher if
necessary. There is also a quiet study room available in the Upper School for work or study before 8:15.

A homework assignment is considered “missing” if an assignment is not handed in by 8:15 am. Note: Students will never be penalized for stopping homework once they have reached the allotted time (105 minutes, grade 8; 180 minutes, grade 9) or for not understanding homework ONLY IF they have emailed their teacher by 10PM the night before to explain the situation, they have demonstrated reasonable effort to get the assignment done, and they find the teacher before school the next morning for help or to work out a plan for completion.

<table>
<thead>
<tr>
<th>SCHOOL-WIDE HOMEWORK GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Readers</strong></td>
</tr>
<tr>
<td><strong>2nd Grade</strong></td>
</tr>
<tr>
<td><strong>3rd Grade</strong></td>
</tr>
<tr>
<td><strong>4th Grade</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th><strong>English Language Arts</strong></th>
<th>Math</th>
<th><strong>Science</strong></th>
<th><strong>History</strong></th>
<th><strong>Total Per Night</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5th Grade</td>
<td>35 mins reading &amp; skills</td>
<td>15 mins.</td>
<td>20 mins 2x/wk</td>
<td>none</td>
<td>50-70 minutes</td>
</tr>
<tr>
<td>6th Grade</td>
<td>40 mins reading &amp; skills</td>
<td>20 min</td>
<td>10-15 mins</td>
<td>10-15 mins</td>
<td>75 minutes</td>
</tr>
<tr>
<td>7th Grade</td>
<td>45 mins reading &amp; skills</td>
<td>25 min</td>
<td>10-15 min</td>
<td>10-15 mins</td>
<td>85 minutes</td>
</tr>
<tr>
<td>8th Grade</td>
<td>50 mins reading &amp; skills</td>
<td>25 min</td>
<td>15 min</td>
<td>15 mins</td>
<td>90 minutes</td>
</tr>
<tr>
<td>9th Grade</td>
<td><strong>2-3 hours each night in combined subjects</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>120 minutes</strong></td>
</tr>
</tbody>
</table>
Field Trips
When conditions permit, many classes go on field trips each year in conjunction with their academic program. Each student is required to have a signed permission slip on file in order to go on these off campus trips. In addition, notification will be sent prior to any field trip. Teachers will partner with the school nurse(s) to help ensure students’ medical needs are addressed.

Student Supplies
The “No Child Left Unorganized (NCLU)” project at Carroll calls for standard materials and consistent routines in order to make it easier for the faculty to establish and maintain fundamental organizational practices with each student.

The School will re-supply all classroom materials, including all required binders, writing implements, paper, tools such as protractors, and any other academic materials the student may need at school. Parents are expected to supply dedicated headphones for use during school.

Students’ teachers will communicate with parents in more detail about the home-school connection at Carroll nearer to the beginning of the school year.

Please note:
● Students will need a comfortable backpack large enough for a three-ring binder, books, and other school day-related materials like lunch;
● The School will supply basic materials with which to stock the home “study space.”
● Students in 5th grade and up should bring their Carroll-issued Chromebook and power cord to school each day they are on campus. Chromebooks will be used both in-school and when remote. Please have Chromebooks fully charged at home each day before coming to school.

ACADEMIC PROGRESS

The Division Heads, Department Heads, and teachers and advisors monitor student progress using a variety of evaluations, case conferences, review of testing, and teacher observations. All parents are invited to meet with their child’s teachers four times a year to discuss their adjustment to the program and the student’s academic progress. Additional meetings may be scheduled as appropriate.

Communicating and Reporting to Parents
Go to our website www.carrollschool.org for:
● News items
● Calendar of Events
● Parents’ Page
● Parents’ Association activities
● Acceptable Use Computer Policy

Parent Portal (secure connection to ASPEN-our Student Information System)
● Student Records and Reports
- Biographical Information

Electronic Communication
- Trimester reports reviewing academic performance at the end of each academic trimester are accessible electronically via the Parent Portal.
- A weekly Thursday Update newsletter is sent to your personal email account.

Parent Concerns with Student Education or Care
The schedule for addressing educational or other concerns is as follows. When a student or parent has a concern, they should speak with the Division Head. If the Division Head and the student or parents are unable to resolve the issue, the student or parent may submit, in writing, to the Head of School, the nature of the problem. The Head of School and the Division Head will endeavor to promptly meet with the student or parent to work on a resolution to the problem.

Parent/Teacher Conferences
Parent conferences will be scheduled three times a year. The student’s teachers will be present at the conference. Appointments will be scheduled by the appropriate Division Administrative Assistant and/or the student’s advisor. If necessary, additional conferences may be requested by parents or by the School. Parents requesting additional conferences should contact the Division Head, Assistant Division Head, or Advisor/Homeroom teacher.

Testing Policy
We administer a variety of standardized and curriculum-based assessments throughout the year in order to measure progress and inform instructional decisions. Year-end test results are shared with parents in conjunction with the final report card.

Obtaining Funding from Towns
Carroll School is not an approved private special education school program under Massachusetts laws and regulations, and any federal law counterparts. Nonetheless, families and Districts continue to identify Carroll as the appropriate IEP placement. In all situations, however, Carroll’s relationship is established directly with its families, and not any city or town.

As such, Carroll does not participate in the IEP process, or execute legal documents related to pricing, services, or monitoring for students who may receive public funding to participate at Carroll. Carroll’s standard annual tuition applies uniformly to all students, and is posted on its website, subject to any individual financial aid awards. Carroll is certainly willing to provide reasonable information to a family necessary for the District to assess Carroll as a bona fide educational placement when necessary.

CONDUCT STANDARDS

Carroll is committed to creating a safe, caring, and respectful learning environment. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to others. All students and families are expected to attend to these expectations in order to maintain a healthy and safe school environment for everyone, both on an individual and
community level.

**Guiding Principles**

Core to our philosophy is that (1) it is our responsibility to teach the “learnable” social and emotional skills of being a positive member of a classroom and school community, and (2) behavior is a form of communication. Therefore, we work diligently to understand the context of student behavior in an effort to remove barriers to student success. The faculty is trained in the principles of *Responsive Classroom*; these principles support the foundation of Carroll’s behavior management work. Carroll is a unique social environment of students with similar school experiences prior to Carroll in which they were often misunderstood. Therefore, our efforts strive to promote a happy, healthy, and self-reflective school experience for all students. The unique features of Carroll’s environment are the similarity of student profiles in their classes, the student to teacher ratio, and our mission to restore the self-concept of bright children with language based learning difficulties.

**GUIDING PRINCIPLE #1:** When situations arise, we have a plan for each student involved in the interaction, designed to help each student and build a healthy community.

**GUIDING PRINCIPLE #2:** We make each situation a learning opportunity for students, their parents, and the educators who work with Carroll students. We seek to incorporate Responsive Classroom principles into our work with students, parents, and educators.

**GUIDING PRINCIPLE #3:** We believe strongly in restorative justice in that we bring students together whenever it is appropriate and possible to make amends with each other, offer their apologies, listen to each other, and make plans for moving forward positively.

**GUIDING PRINCIPLE #4:** Research suggests that certain approaches to relational aggression interactions are more effective than others. We follow those recommendations whenever possible: “Most Effective” responses to relational aggression are: (1) Integration of a school wide Social-Emotional Learning program such as *Responsive Classroom*. (2) Staff education and training (3) Bullying education and reporting procedures to address bullying behavior (4) School wide positive behavior support plan (such as supporting pro-social interactions during lunch and recess) (5) Regular opportunities for students to resolve peer conflicts with appropriate staff support. Research suggests that the “Least Effective” responses are: (1) Avoiding contact between bullies and victims (2) Zero tolerance policy with bullies.

**GUIDING PRINCIPLE #5:** Conflict is a natural part of growing up. We customize our plan for each student when situations arise.

**GUIDING PRINCIPLE #6:** We attempt to distinguish between planned versus unplanned behaviors. The responses will vary based on the premeditation of an aggressive act versus an unplanned event that occurs in the course of students’ interaction.

**GUIDING PRINCIPLE #7:** We believe it is important to talk with parents about these issues while protecting confidentiality.
Discipline
Carroll School’s student conduct guidelines are based on the School’s Mission and reflect our
guiding principles and community standards. It is critical that all members of the community
understand the behavioral expectations and the School’s expectations regarding conduct. By
joining the community, each student agrees to abide by this Handbook.

Carroll has the right to impose disciplinary sanctions, including suspension, dismissal, or
expulsion, on any student whose behavior, in Carroll’s determination, violates reasonable
expectations of conduct or in any way harms or impugns the reputation of the School or its
program. Carroll will address, and where needed discipline, both on campus and off campus
student behavior that violates the Schools standards and expectations. Such behavior may
include, but is not limited to: harassment, bullying, use or distribution of illicit drugs and alcohol,
other criminal conduct, vandalism, and other disruptive, unlawful, harmful, or inappropriate
behavior on or off campus that has a negative impact on the educational environment or Carroll
community.

Consequences
Through each division of the School, Carroll implements a consistent philosophy regarding
student conduct, although the outcomes may vary from matter to matter. In a developmentally
logical sequence, the details supporting student behavior differ somewhat by division. The Head
of School delegates matters pertaining to student discipline to the Division Heads. See Appendix
C for detailed information about consequences by division. The Head of School, however,
ultimately enforces all discipline policies of Carroll, including imposing disciplinary action
instead of the Division Heads or through the Behavior Review Committee procedure outlined
below.

Anti-Discrimination Statement
Carroll School is proud of its diverse educational community. Carroll does not discriminate with
respect to educational opportunities and access. Carroll complies with and adheres to all state
and federal anti-discrimination laws with respect to its educational policies, admission policies,
financial assistance programs, and athletic or other School-administered programs. At the core of
its policy, Carroll does not tolerate harassment or intimidation by any member of the school
community evidencing bias on the basis of race, religion, gender, gender identity and/or
expression, national origin, family structure, sexual orientation, disability, or any other category
protected under state or federal law.

Anti-Discrimination Policy
Any student who feels they or any other student has been the subject of harassment or other
discrimination should immediately report that information to the Head of School, one of the
Division Heads, Director of Diversity, Equity, and Inclusion, or any other Carroll employee with
whom that person is comfortable sharing such concerns. Reports can be made anonymously,
although no disciplinary action will be taken solely on the basis of an anonymous report. All
complaints or concerns will be reviewed by a Division Head and the Director of Diversity,
Equity, and Inclusion. Carroll will promptly investigate all complaints of discrimination or
harassment, and will implement reasonable corrective measures the facts and circumstances
warrant, including imposing discipline on the offending party. Carroll may also refer matters to the Department of Children and Families, the local police, or other authorities as appropriate under the circumstances.

**Bullying, Harassment, Discrimination**

Carroll’s anti-bullying policies and plan reflect the School’s comprehensive efforts to work with students, staff, families, law enforcement agencies, and the community to prevent, intervene, and respond to incidents of bullying and cyberbullying, discrimination, harassment, and any retaliation (collectively referred herein as “interpersonal misconduct”) for good faith reports of misconduct.

**Definitions**

*Aggressor.* A student or faculty/staff member who engages in bullying (including cyberbullying), harassment, discrimination, or retaliation towards another person.

*Bullying.* The repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, staff member, school nurse, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of written, verbal or electronic expression, physical act or gesture, or any combination thereof, directed at a student that:

- causes physical or emotional harm to the student;
- damages the student’s property;
- places the student in reasonable fear of physical harm or of damage to property;
- creates a hostile environment at school for the student;
- infringes on the rights of the student at school;
- stems from a power imbalance (as opposed to a peer conflict with no imbalance of power); or
- materially and substantially disrupts the education process or the orderly operation of the school.

*Cyberbullying.* Bullying through the use of technology or any electronic communication, including but not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying also includes:

- the creation of a web page or blog in which the creator assumes the identity of another person;
- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions laid out in clauses above, inclusive of the definition of bullying; or
- the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the clauses above, inclusive of the definition of bullying.

*Harassment or Discrimination.* Harassment or discrimination is behavior that is pervasive or severe and has the purpose or effect of: (a) creating an intimidating, hostile, or offensive
environment; (b) interfering unreasonably with a student’s academic performance; or (c) creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior. Harassment and discrimination can take many forms. Examples include, but are not limited to, limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual’s or group’s characteristics or that promote stereotypes. Harassment also includes sexual harassment.

**Hostile Environment.** A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

**Retaliation.** Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports misconduct (including, but not limited to, bullying, harassment, or discrimination), provides information during an investigation, or witnesses and/or has reliable information about such misconduct.

**Target.** Any student against whom bullying (including cyberbullying), harassment, discrimination, harassment or retaliation has been perpetrated.

**Reporting Complaints**
A student who is the target of interpersonal misconduct, or who has witnessed such an incident or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by Carroll is expected to report the matter promptly (either orally or in writing) to their Division Head, the Head of School, or to any other administrator or faculty member with whom the student is comfortable speaking. If a student is uncomfortable contacting one of these individuals, the student may ask an advisor, another adult, or a classmate to help. Carroll staff members are required to report immediately to the Head of School or Counselor any instance of interpersonal misconduct or retaliation the staff member becomes aware of or witnesses.

Parents/guardians of a student who is the target of interpersonal misconduct, or of a student who has witnessed or otherwise has relevant information about such conduct, are urged to immediately notify the Division Head or Head of School. Furthermore, any parent/guardian who has witnessed interpersonal misconduct, or has relevant information concerning such an incident or any incident of retaliation, is strongly encouraged to contact one of these administrators immediately.

**Responding to Complaints**
The goals of an investigation, and any disciplinary or other remedial process that is imposed following that investigation, are to determine whether a violation of Carroll’s policies has occurred and, if so, to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation. When a complaint of interpersonal misconduct is brought to the attention of the Head of School or the Head of School’s designee, an assessment is made to determine the initial steps appropriate to protect the well-being of the students.
involved (including both the alleged targets and aggressors) and to prevent disruption of the learning environment while the investigation is undertaken.

The Division Head or other appropriate school personnel, and sometimes with the assistance of outside resources, as Carroll may determine is necessary based on the circumstances, will conduct a fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s), and any other witnesses or parties who have information relevant to the alleged incident. Carroll may consult with faculty, the parents/guardians of the alleged target(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about, or circumstances surrounding, the complaint. Carroll neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. Carroll will not take adverse action against a student for making a good-faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action. Upon completion of the investigation, the Division Head will generally make the following determinations:

- Whether and to what extent the allegation of interpersonal misconduct has been substantiated.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.
- Whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students or targets.

At the discretion of the Division Head (in consultation with the Head of School and other administrators as the School determines appropriate), the Behavioral Review Committee may be convened to investigate and make recommendations.

**Anti-Bullying Plan**

Bullying can include, but is not limited to, remarks, rumors, threats, gestures, physical contact, the display or transmission of images, written, verbal or electronic statements, or other acts that are unwelcome or demeaning to a student, including with respect to appearance, gender, gender identity, race, religion, ethnic origin, sexual orientation, disability, or other characteristics. Carroll’s prohibition on bullying and cyberbullying includes the definitions under Massachusetts law.

Carroll’s plan takes into account that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including but not limited to race, color, religion, ancestry, national origin, citizen status, sex, socioeconomic status, homelessness, family structure, academic status, gender identity or expression, physical appearance, pregnancy or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.
Students of Carroll whose statements or actions, on or off campus, constitute disrespect, mockery, intimidation, harassment, or bullying (including cyber-bullying) of any member of our community are subject to disciplinary action and in some instances must be reported to law enforcement officials. While the School is not required to report all allegations or incidents of bullying or retaliation to law enforcement, particularly where the School determines that an incident can be handled appropriately within the School, there may be times when the School determines that such a report is appropriate.

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or programs whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the School, or through the use of technology or an electronic device owned, leased or used by the School. Bullying is also prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the School, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or the orderly operation of the School.

By this plan, Carroll makes clear to students and staff that bullying will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students.

The disciplinary actions that may be taken against a perpetrator of bullying or retaliation include the full range of disciplinary sanctions for other forms of misconduct. In taking disciplinary action, the School will strive to balance the need for accountability with the need to teach appropriate behavior. If the School determines that a member of the community has knowingly made a false accusation of bullying or retaliation, the School will take appropriate disciplinary action.

**Reporting Bullying Students:** Any student who feels that they or any other student has been the subject of bullying or retaliation should immediately report the matter to their Division Head or to any other staff member or teacher with whom they would feel more comfortable making the report. The staff member will record an incident report. If a reported bullying incident involves the Division Head, the report of bullying should be directed to the Head of School. If a reported bullying incident involves the Head of School, the report of bullying should be directed to the Board of Trustees Chair. Student reports of bullying can be made anonymously, although no disciplinary action will be taken against a student solely on the basis of an anonymous report.

**Parents/Guardians:** Any parent or guardian who feels that any student has been the subject of bullying or retaliation should promptly report the matter to the classroom teacher and/or appropriate Division Head. The staff member may record an incident report. Such reports of bullying may be made anonymously, although Carroll is prohibited from taking any disciplinary action against a student solely on the basis of an anonymous report.

**Faculty and Staff:** Any faculty or staff member of our school community who has witnessed or otherwise becomes aware of any bullying or retaliation must report it to the appropriate Division
Head. If a teacher or staff member witnesses an act of bullying, cyberbullying, or retaliation in progress, the teacher or staff member is expected to take reasonable steps to stop the act by communicating directly with the person where behavior is considered unacceptable, offensive, or inappropriate. Employees may not make reports under this policy anonymously.

**School Response to Allegations of Bullying or Retaliation**

Once any allegation of bullying or retaliation is received, a prompt investigation of the charge will be conducted by the appropriate Division Head, or the Division Head’s designee. The nature and extent of the investigation will depend on the circumstances. When applicable, a behavior/bullying plan will be created.

Unlike traditional bullying, most cyberbullying takes place off-campus, most typically in the student’s home. The fact that cyberbullying takes place predominantly off-campus means that the behavior/response plan is a different process. While behavior that takes place at school is clearly under the jurisdiction of teachers/administrators, behavior that takes place at home is usually viewed as being under the jurisdiction of parents.

One important clarification is that off-campus bullying behavior can be a “real threat” or “substantial disruption” upon the school climate and a student’s school performance. Given this, all reported incidents of cyberbullying are investigated and are reported to parents.

An incident is reported through the Teacher/Student/Parent incident reporting process.

- For each cyberbullying incident, teacher/administrators must decide if the cyber behavior is making a substantial disruption upon the school climate or the student’s school performance. All incidents are investigated by the School, to the extent possible, and reported to parents.
- If the incident is deemed disruptive, the Behavior/Bullying Management plan is put in place. If the incident is deemed not specifically disruptive to the school environment, all parties are spoken to by the School and the consequences and dangers of cyber communication are discussed.
- If the incident warrants, outside authorities may be notified.

If the Division Head of the Lower, Middle, or Upper School, in consultation with the Head of School and Head of Counseling, determines that bullying, cyberbullying, harassment, or retaliation has occurred, they may:

(i.) notify the local law enforcement agency, if the School determines it is appropriate and has a reasonable basis to believe that criminal charges may be pursued against an aggressor and document the reasons for the decision to notify law enforcement;
(ii.) determine and take appropriate disciplinary action;
(iii.) promptly notify the parents or guardians of the aggressor;
(iv.) notify the parents or guardians of the target, and to the extent consistent with state and federal law, to advise of any action taken to prevent any further acts of bullying or retaliation,
(v.) assess the target’s need for protection and take appropriate steps as necessary to restore a sense of safety for the target; and
(vi.) in consultation with the School Counselors or others as appropriate, refer aggressors, targets, and appropriate family members of such students for counseling or other appropriate services.

If a reported incident of bullying or retaliation involves students from another school, Carroll will promptly notify the appropriate administrator of the other school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former Carroll student under the age of 21 who is no longer enrolled in a school, Carroll will contact law enforcement if necessary consistent with the law.

Support for victims of bullying may include the following:

- **Safety & Comfort Plan** – A Safe Person in school is identified by the student and the student has the freedom to go see their Safe Person at any time.
- **School Counselor Check-ins** – Regular check-ins are scheduled between the student and the school counselor.

All relevant personnel are notified by counselors and/or Division Heads about the situation between the students involved. They are made aware of the potential for misbehavior or bullying and increased supervision during both structured and less structured times.

**Education and Instruction Regarding Bullying**
Carroll strives to create a safe, supportive environment for all students and adults, including vulnerable populations in the school community. Carroll provides all students an ongoing educational program to build skills, knowledge, and strategies to prevent or respond to bullying and harassment that may interfere with a safe and effective educational environment. Carroll is committed to support this philosophy in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. *Responsive Classroom* is a program that promotes social, emotional, and academic growth while fostering a strong and safe school community. Research strongly supports the use of such school-wide programs as an essential part of preventing and reducing bullying behavior.

As educators, we make a commitment to dedicating time to inform and engage students in responsible use of digital technology. Beginning in the fifth grade, students are educated in discussions about cyber communication and safe practices, and specific consequences are explicitly taught. Parent presentations are also conducted on this topic to better equip parents to manage cyber communication at home. It is the School’s position that students between the ages of 6-15, are not developmentally prepared to manage the complexities of social networking or unlimited/unsupervised texting. We work with parents to learn the tools and options to control and monitor their student’s use of electronic communication devices.

**Information and Record-Keeping**
Carroll will maintain records of any complaint and/or investigation concerning an incident of bullying or retaliation consistent with its document retention policies and practices. All records shall be maintained in the counseling office by both the name of the target and the name of the aggressor. The records shall remain confidential and only be disclosed to those within the School.
with a legitimate reason to know of the information. The School shall not disclose information from the records to a parent unless the information is about the parent’s own child. The School may disclose information in the record to local law enforcement without the consent of the student or the parent, but will take reasonable steps to maintain privacy and confidentiality to the extent practicable. The School may also disclose information in the record in connection with a health or safety emergency if the School determines that there is an immediate and significant threat to the health or safety of the student or other individuals.

**Alcohol, Drugs and Tobacco**

A student may not buy, sell, possess, or use alcohol or other unauthorized drugs or substances, including tobacco and tobacco-related products (including e-cigarettes and vaping), and/or any paraphernalia associated with the use of illegal drugs and may not intentionally misuse products that can act as inhalants, while enrolled in the School. Such conduct is also prohibited by all community members while on campus and at School-sponsored events and activities. The School provides information to parents and students about the health and social impact of drug, substance, and alcohol use and abuse. Students are prohibited from using medications, both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer.

**Use of Tobacco Products**

In addition to the restrictions above, and in accordance with Massachusetts law, all students, parents, visitors, or other members of the School community are prohibited from using any tobacco products while on campus, participating in any School-sponsored activities, or traveling via any School transportation. The prohibition on the use of tobacco products also extends to the advertising or promotion of tobacco products anywhere on campus, at School functions, and in School publications, as well as on clothing worn by students, parents, visitors, or other members of the School community on the School’s campus or at School-sponsored events.

For the purposes of this policy, “tobacco product” is defined as a product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, electronic cigarettes, electronic cigars, electronic pipes, electronic nicotine delivery systems, or any other similar products that rely on vaporization or aerosolization; provided, however, that “tobacco product” shall also include any component, part, or accessory of a tobacco product. For the sake of clarity, the prohibitions in this policy also extend to the use of electronic cigarettes and similar products, regardless of whether they contain tobacco or nicotine.

In addition to the disciplinary consequences set forth in this Handbook, violations of this policy may result in mandatory education classes on the hazards of using tobacco products.

**Inappropriate Items/Weapons**

Possession or use of fireworks (including firecrackers), a firearm, a pellet gun, a knife, or any other dangerous weapon is prohibited. Any knife may be considered a dangerous weapon. Certain types of knives, including, but not limited to, switchblades, double-edged knives, dirk knives, or any knives with a detachable blade, and fireworks are illegal in Massachusetts.
Propelling any projectile at a motor vehicle, an unwilling or unsuspecting person, or a building, so as to endanger another, is considered reckless behavior and is also prohibited by the School.

**DISCIPLINARY PROCEDURES**

**General Expectations**
Our goal is to foster in all students a strong sense of individual responsibility and a clear understanding that they are expected to treat others. Each division has developmentally-appropriate positive behavior support systems to support behaviors. In instances where students are not displaying expected behaviors and following conduct guidelines, consequences including disciplinary action may be appropriate.

Carroll may impose discipline, up to dismissal, for any on-campus or off-campus behavior, whether or not related to a school-sponsored activity, that violates the School’s policies or that Carroll determines could have a detrimental impact on the general welfare of the School community. This includes discipline of any student who interferes with or fails to cooperate with any investigation conducted by the Head of School or other administrative staff. Carroll also may impose discipline for any behavior that Carroll determines may impair or negatively impact the reputation of the School. The Head of School reserves the discretion to determine any such violation and to impose any discipline based upon the facts and circumstances of each specific case (regardless of whether the Behavior Review Committee has been convened and regardless of the Behavior Review Committee’s recommendation).

The Head of School has the final authority in all disciplinary matters. The Head of School may dismiss or to require the withdrawal of any student at any time if the Head of School determines such action is necessary and required for the good of the school community. The procedures outlined below in no way undermine the Head of School’s authority to determine and implement in all cases of any violation of school rules, either minor or major, whatever disciplinary decision is necessary, which discipline where appropriate in the discretion of the Head of School may include immediate suspension, dismissal, or referral to legal authorities. Carroll need not follow the procedures set forth in this policy if intervention by the Head of School is warranted, including the need for immediate action. Likewise, the procedures set forth below are only guidelines. This policy and the procedures do not create any contractual rights in favor of any student or family, or impose upon Carroll any legal obligation.

**Definitions of Disciplinary Consequences**
- **Detention:** Students will be assigned detention by their Division Head. Detentions are scheduled after school, half- or full-day, or Friday.
- **Probation:** Probation represents a warning to a student that any future serious offense will likely result in suspension, dismissal, or expulsion. A student placed on probation may be prohibited from serving as a class officer, Student Government representative, team captain, or a holder of any other school leadership position. Students who violate Carroll’s expectations while on probation place their enrollment at Carroll in jeopardy.
- **In-School Suspension:** Students who serve an in-school suspension report to school for regular hours but are restricted to a designated location. Students generally remain in a
room to complete any school work, to take tests assigned that day, and/or to complete work hours. Students may not participate in any school activities or attend school functions.

**Suspension:** Students on suspension are not allowed to be on campus or attend school events for the duration of the suspension. Students who are suspended may be allowed to make up some portion of the work missed, at their individual teachers’ discretion. It is the student’s responsibility to discuss the particular circumstances with the student’s teachers.

**Dismissal:** A student who is dismissed is no longer a member of our community and may not be present on campus without the permission of the Head of School or Division Head. Students will not receive academic credit for the time after which they are dismissed. A dismissed student may be given the option to apply for readmission after the passage of a designated amount of time and the completion of such preconditions as the Head of School deems appropriate or necessary.

**Expulsion:** A student who is expelled will have no option for readmission and may not be present on campus without the permission of the Head of School. Students will not receive academic credit for the time after which they are dismissed.

**Disciplinary Procedures**
The Division Heads are primarily responsible for discipline. In all disciplinary matters, the administration considers the student’s school record and the particular circumstances of an infraction. As is appropriate, the administration may also consult with the student’s advisor and/or teachers. Since the disciplinary experience should result in learning and growth, this process is very important.

As outlined in Appendix C, disciplinary infractions are linked to particular consequences. The specific Lower School, Middle School, Upper School behavior management system is outlined in Appendix C. In all disciplinary matters, the School may in its best judgment, vary from these procedures or impose such penalties as it deems appropriate. Only in matters related to dismissal or expulsion may decisions be appealed to the Head of School.

**Behavior Review Committee**
At the discretion of the Division Heads, the Behavior Review Committee (BRC) (generally consists of three faculty members - one being a representative from the student’s team - and the Division Heads) may hear cases involving very serious misconduct. In such cases, the committee will recommend appropriate disciplinary action. Composition of the BRC team may be organized by the Division Head according to the unique aspects of each situation. When it is appropriate, the student may appear before the BRC (for younger children it may often not be appropriate). As an advocate, the student’s advisor (or homeroom teacher) will accompany a student who appears before the BRC. Often a member of the counseling team may be involved, as warranted.

Prior to the meeting, the student’s parents will always be informed that a BRC involving their student has been convened. Parents are not invited to attend BRC meetings, although the Division Head has the authority to include parents when beneficial to the process of determining the “true description” of relevant antecedents of the behavior or conflict.
The role of the Behavior Review Committee is to understand the broad range of issues that are involved in a student’s behavior and performance. Often the BRC will hear from the students (when appropriate), ask questions so that BRC members can understand what happened, and ultimately make a decision about whether school rules were broken and what the consequences should be.

BRC is not a courtroom or a trial. The rules of evidence do not apply. The BRC members may receive and consider all evidence and information that it determines may be important to its decision. Students are not entitled to be represented by legal counsel at a BRC proceeding. Students are not entitled to conduct cross-examination of witnesses, or to ask any questions unless permitted by the BRC. The BRC is part of the School’s efforts to promote a safe learning environment for all members of its community and to reach fair decisions about whether school rules have been broken. The BRC will determine whether the student more likely than not committed the infraction alleged based on the information presented. The BRC will then recommend responses and consequences to the Head of School who makes the ultimate decision about responses and consequences. The BRC and the Head of School can choose to take guidance from responses and consequences in prior matters involving similar infractions and facts, but are not bound by prior determinations or results. The BRC aims to be fair and to treat all of the participants with respect.

Carroll may elect not to convene a BRC to hear and decide a case depending on the facts and circumstances of each specific matter. Instead, the Head of School may choose to decide responsibility and discipline for any infraction. Further, in all cases, the Head of School retains sole discretion over discipline matters, including all punishment. Students and families do not have any right to appeal the decision of the Head of School not to convene a BRC. Likewise, students and families do not have any right to appeal the decision of the Head of School concerning responsibility or any discipline sanctions imposed. In all cases, the decision of the Head of School concerning all matters of discipline shall be final.

The appointed moderator of the BRC meeting may remove any persons from the hearing if the BRC determines that their behavior impairs the ability of the BRC to fulfill its role.

The BRC will provide ample opportunity to hear multiple perspectives and to review the summary of facts based on information collected prior to the BRC.

Often student descriptions of incidents differ from others’ accounts in some ways, so the BRC will ask clarifying questions so that the committee can understand what happened.

Potential Results of a BRC Meeting
A Behavioral Review Committee meeting may result in:
• Detention - (after school, 1/2 day or full day, or Friday)
• In-house suspension (1/2 day or full day)
• Probation
• Recommended counseling
• Meeting with Division Head (with or without parents)
• Restitution and reparative justice engagement
- Natural/logical consequence - as determined by BRC team
- Other consequences as deemed necessary

**Disclosure to Next Schools**

It is the School’s policy to support students in reporting disciplinary consequences to next schools where they are required to do so. Carroll may also communicate with any next schools or any other educational institution, regarding the student’s disciplinary record.

**Disclosure to Community**

For purposes of providing an opportunity for the student body to learn and grow, information about disciplinary consequences or other corrective action will be shared with the School community as deemed appropriate by the Head of School. Such announcements may be made in person, by electronic communication, or otherwise.

**HEALTH & SAFETY**

**Medical Forms**

State law requires that the School have on file a report of a complete medical examination and immunization record. Carroll requires a physical examination annually for each student. Each new student and all returning students must have a medical report from a licensed healthcare provider on file before the student can attend class. Parents will provide such medical forms (and any additional forms required for medical conditions - medication/treatment orders, emergency action plans, individualized health care plans, etc.) annually via the Magnus Health portal during enrollment each summer.

**Accident Procedures**

A School Nurse is available during regular school hours on all campuses to provide first aid, to administer medication, and to monitor students who feel ill during the school day. The school nurses/School Nurse Manager will train, supervise and oversee unlicensed personnel on campuses without a full-time nurse to provide first aid, administer medications and monitor students who are ill. There are various faculty and administration members that are certified in First Aid and CPR on all campuses. In the case of an accident at school requiring medical treatment beyond first aid, an attempt will be made to reach parents directly. The student will be transported to the nearest medical facility.

A form authorizing emergency medical treatment is part of each student’s file. These forms are completed by parents in Magnus in July. The School Nurse files all accident reports in the Division Head and Head of School’s office.

**Immunizations**

In accordance with Massachusetts law, the School requires all students to provide proof of up-to-date immunizations or a certificate of exemption before attending school. Proof of immunization should be recorded on a Certificate of Immunization form and signed by a medical professional. A student with a qualified religious and/or medical exemption must provide the School with an Immunization Exemption Certification annually, pursuant to state law. A Medical Immunization Exemption Certification must be signed by a medical professional,
attesting that the student is exempt from a specific vaccine(s) because of medical reasons. A Religious Immunization Exemption Certification must be signed by the student’s parent or guardian, attesting that immunization conflicts with their sincerely held religious beliefs. Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend the School or participate in any School activities.

If there is a risk of a vaccine-preventable disease impacting campus or the School community, the School may exclude non-immunized students, including those with valid religious or medical exemptions, from school and all School activities. Excluded students will not be permitted to return until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recovers; or (3) the student is immunized. In determining whether there is a risk of a vaccine-preventable disease, the School may consult with appropriate medical professionals and/or the Massachusetts Department of Public Health.

**Communicable Illness**

If a student has been diagnosed as having an infectious or communicable disease, the parent or guardian must inform the School Nurse immediately. This includes: chicken pox, shingles, measles, mumps, pertussis, conjunctivitis, strep throat, impetigo, COVID-19, flu and mononucleosis. If a student has a communicable disease, the school community will be notified of the case as appropriate and advised of the incubation period and symptoms. The ill student’s physician must inform the School in writing when it is safe for the student to return to school.

The School may exclude any student who (a) has a communicable illness, (b) has been exposed to an infected person, and/or (c) has traveled to an area impacted by a communicable illness, if the School determines that such exclusion is appropriate for the welfare of the student or the School community. The School may also screen students or require students to be screened by appropriate medical professionals to determine whether they pose a risk to the community. The School’s decisions shall be based on current and well-informed medical judgments concerning the illness, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable illness, and an analysis of the identified risks and available alternatives for responding to an individual with a communicable illness.

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. We encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

**Illness during School Hours**

Because of the great distances from home and subsequent transportation problems, parents are requested to keep their children home if they suspect illness. In the case of students who are judged to be contagious or incapable of staying in class, the School Nurse will contact the parents, who will be required to take their child home immediately.
Students with flu-like symptoms should be kept at home or will be sent home if they become ill at school. Students should stay home for at least 24 hours AFTER they no longer have a fever (fever is 100 degrees or higher). This fever-free period must be without the use of fever reducing medicines. Students must also remain out of school for at least 24 hours after the last episode of vomiting or diarrhea. Students must remain out of school until they have completed at least 24 hours of antibiotic treatment for illnesses such as strep throat, impetigo and conjunctivitis. Students with undiagnosed rashes should not attend school until they have consulted with a physician and have received written clearance to return.

**Student Leaves of Absence**

If a student’s ability to make academic progress or otherwise function in the School community becomes compromised by physical, emotional and/or psychological issues, the School will work with the student’s parents, doctors and therapists to address the student’s educational programming needs. However, Carroll is not a therapeutic institution and does not provide ongoing treatment or health care resources. Counseling services are limited to assisting a student with educational matters. When a student’s needs for support go beyond modification of homework obligations, reasonable time away from school for treatment, and/or check-ins by the nursing and counseling staff to permit the student to perform academically, the School will consider granting or requiring a student’s leave of absence from school. Decisions to grant a leave and/or to permit a student to return to class after a leave will be made by the Head of School or the Head’s designee. The School requires that any request for medical leave be accompanied by sufficient supporting documentation (as determined by the School) to allow the School to evaluate the leave request. Any decision by a family to withdraw a student is subject to the terms and conditions of the enrollment agreement.

In certain circumstances, Carroll may require a student to take leave for personal health reasons that may be impacting the educational environment. Although there can be no absolute rules about when Carroll will place a student on leave, the following considerations will generally be used in considering whether a leave is appropriate.

**Physical Conditions**

In the case of purely physical conditions, the School will typically place a student on leave when:

- The student is suffering from a condition which will prevent them from attending class regularly, and the duration of that condition is expected to exceed 10 consecutive school days;
- The student is susceptible and has been exposed to, or is infected with a communicable disease, the incubation period of which is greater than seven days.

**Emotional and Psychosocial Conditions**

When the issues of concern relating to a student’s ability to stay in school are primarily emotional and/or psychosocial in nature, the School will typically place a student on leave when one or more of the following conditions apply:

- The student has expressed thoughts or exhibited conduct which leads the School to conclude, after consultation with qualified mental health consultants, that there is a risk
that the student will injure themselves or other members of the School community;
● The student has acted in such a way as to lead the School to conclude, after consultation
with qualified mental health consultants, that the psychosocial issues affecting the student
are interfering significantly with the student’s ability or willingness to be an active
participant in the educational program being offered to them at the School;
● The student’s activities lead the School to conclude, after consultation with qualified
mental health consultants, that those activities are manifestations of an emotional and/or
psychosocial condition and that the student’s continued presence within the School
community creates a risk of injury to and/or serious disruption of the lives of the other
members of the School community.

The School makes the final determination as to whether to grant a leave of absence, as well as
the duration of the leave and the conditions necessary for a student’s return (including, but not
limited to, whether the student must reapply for admission). Whether the period of leave is
counted towards academic requirements for promotion and graduation will be determined by the
School.

Leaves of absence may be noted in the student’s educational record, including on the student’s
transcript. A leave of absence may be appropriate pending the outcome of an investigation
involving student misconduct. However, a leave of absence will not be used in lieu of
disciplinary action to address violations of the School’s code of conduct, rules, or policies.
Additionally, a student granted a leave of absence while on academic and/or disciplinary status
may return on that same status.

Families remain financially responsible for tuition and other fees while the student is on a leave
of absence.

**Medication**

A copy of the complete policy and procedures governing the administration of medication during
School is reviewed and signed electronically by parents in Magnus during the annual registration
period. If a student needs to take medication, the following procedures must be followed:

**Medication Administration Protocol in the School Setting**

1. The professional Registered Nurse (or delegated trained school personnel under the
   supervision of the school nurse) must administer all prescription and Over the Counter (OTC)
   medications per 105 CMR 210.

2. Other than in an emergency situation, the school nurse is not authorized to administer any
type of medication to students unless all of the following conditions are met:

   A. A written order signed by a physician, dentist, nurse practitioner or physician’s
      assistant is provided for all prescriptions. Medications prescribed for 10 days or less may
      be administered according to the directions on the original pharmacy medication label, in
      place of a written order. The pharmacy will provide a second labeled container for
      medication to be administered at school. The school nurse will not accept “As Directed”
      on prescription labels.
B. Prescription medication provided to the school nurse must be in the original pharmacy container and state:

a. Child’s Name  
b. Medication Name  
c. Dosage / Route / Frequency of Administration  
d. Licensed Provider’s Name  
e. Date Prescribed

C. A parent or legal guardian must complete and sign a Medication Order and Parent/Guardian Consent form. This form is available in the Magnus Health portal.

D. The following Over the Counter (OTC) medications (brand name or generic substitutions) are covered by Carroll School physician standing orders: Acetaminophen (Tylenol), ibuprofen (Advil, Motrin), diphenhydramine (Benadryl), antacids (Tums), hydrocortisone cream/ointment, calamine lotion, bacitracin, throat lozenges/cough drops, sunscreen, insect repellent and alcohol-based hand sanitizer. Parent/guardian consent is required for administration of these medications and can be given by completing the appropriate form in the Magnus Health portal. Please note: A written order by a student’s health care provider is not required for the above-named medications unless the OTC medication is to be given in prescription strength.

E. A parent or legal guardian must transport medication to and from the School Health Office.

F. All prescription medication orders must be renewed annually including epinephrine autoinjectors and inhalers.

3. A Parent or Legal Guardian should retrieve all unused, discontinued, or outdated medication when requested by the school nurse. In extenuating circumstances, with Parent/Guardian consent, such medications may be destroyed by the school nurse in accordance with applicable policies of the Massachusetts Department of Public Health’s Division of Food and Drugs.

4. Self-administration of medication will be determined on an individual basis after a written and mutually signed Medication Care Plan is developed by the school nurse and parent or legal guardian (and physician, when applicable).

Counseling Team

The counseling team is made up of school counselors and is coordinated by the Counseling Director and the Division Heads. The team works with a consulting psychologist who is available to meet with the team as needed during the academic year.

School Counselors collaborate with faculty and staff with respect to students’ educational experience at the School. As part of this collaborative effort, School Counselors may share information obtained from parents and students on a “need-to-know” basis with other employees of the School and a student’s parents. The School Counselors are not engaged as any student’s...
private therapist. Please refer to the Confidentiality policy in this Handbook for more information.

Team members work with teachers, providing consultation and advocacy regarding individual students, classroom management, and school culture. In addition, team members provide case management, coordinating communication between teachers and families of designated students. Communication may also involve outside professionals and therapists. Finally, the team may offer groups addressing social skills or specific topics.

Individual student services may include academic coaching, school adjustment counseling, and interventions following disciplinary proceedings. The team may recommend that a family seek outside therapeutic relationships for students requiring ongoing counseling services. A referral list of providers is available.

If a student states to anyone at school that the student is thinking about or feels suicidal, that Carroll employee or student hearing the comment should directly contact the counselor and Division Head, who will then make a determination as to its level of severity. They may then call the parent, or speak to the outside therapist. If the situation is determined to be acute, the student may be sent with an adult from school to the nearest medical facility. Parents may be called immediately to meet their child.

In order for a student to re-enter school, the School must receive written permission from their physician or another appropriate medical provider the day before reentry certifying to the student’s suitability to return to the school environment. On the day that the student returns, parents must accompany their child for a meeting with the appropriate school personnel.

Child Abuse and Neglect
The School is committed to the highest standards of care for our students and seeks to ensure that our students are protected from inappropriate or hurtful actions by adults responsible for their care, as well as by anyone else who may mistreat a student.

Massachusetts law and the School’s policy mandate that any employee of the School must report any reasonable suspicion that a child has suffered or is at risk of suffering either abuse or neglect by a caretaker to the Division Head, Head of School, or school counselor, who in turn notifies the Massachusetts Department of Children and Families. In all cases, any Carroll employee may also directly report to the Department of Children and Families suspected abuse or neglect of a child, with follow-up notice of the report to the Director of Counseling so that Carroll may take appropriate steps in response to the report.

Food Safety Protocols
Carroll is committed to promoting actions, behaviors and education that create a healthy and safe environment for all those with life threatening or serious conditions related to food consumption. Pursuant to Massachusetts Department of Public Health regulations, the School will strive to provide and maintain a safe and secure environment for students with diagnoses of life threatening allergies, food intolerances, diabetes, celiac disease and all other food-related disorders. A comprehensive approach to compliance with the policy requires, but is not limited
to, a focused effort by administration, parents/guardians, students (when developmentally appropriate), school nurses, school staff, and bus/van transportation personnel.

Carroll abides by an “allergen aware” policy. Food allergies can be life threatening and the Carroll is committed to offering a safe educational environment for all students including students with food allergies. Cooperative efforts between students, parents, physicians, and school staff members can help minimize risks. When a student with a severe allergy or other food-related health condition enrolls, the school nurses will work with the parents and healthcare providers to determine the precautions and procedures necessary to support the student’s safety and well-being.

The School has adopted the following school-wide protocols:

- School staff receive annual training on the management of life-threatening food allergies in the school setting, and appropriate personnel will receive epinephrine administration training per MDPH regulations.
- There will be no food trading or sharing among students.
- Students are expected to wash their hands after eating allergen-containing food.
- All tables and desks will be wiped down by an adult after food consumption.
- Birthdays and special celebrations will not include sharing food. Any shared treats must be non-food items.
- Food will not be used in lesson planning of any kind.
- Food-based fundraising will be discouraged.
- No eating on vans/buses.
- During infrequent all school or all-grade special events when food may be available, parents of students with food-related health conditions will be notified by the health office and a plan will be made specific to the situation.
- Some classrooms may be deemed allergen free, and in that case parents will be asked to refrain from sending food items for their child’s snack/lunch that contain the specified allergens.
- In common eating areas, allergen-free tables will be available if necessary for students with allergies.

If there is a student in a classroom who has a life-threatening allergy which warrants an allergen-restricted environment, we will declare that classroom to be [specific]-allergen free and parents will hear from their classroom teacher directly about the protocol for the specific classroom.

We realize that accomplishing this goal of having an allergen-safe class will require an uncompromising commitment to educate ourselves and the community as to which foods contain allergens, and to seek out appropriate foods for snacks and treats that may be consumed in the classroom.

In the past, parents have requested lists of allergen-free products. Such lists are inherently unreliable as food production changes frequently and what is at one time considered safe could easily change. Again, as an allergen-aware community, we need to make a commitment to continue to educate ourselves and to be vigilant about consistently examining food labels for
ingredients and processing conditions. School nursing staff will work with parents of students with food allergies and intolerances to best ensure the safety of all Carroll students.

**Process for food approval for Carroll School events:**
- The proposed menu will be provided to the Health office during the earliest stages of event planning. This must occur at least two weeks prior to the event.
- The menu must be approved by school nursing staff prior to final approval and scheduling of the event, and must include food all participating students can consume.
- Parents of students with food allergies, food intolerances, diabetes and all other food-related conditions will be notified of the proposed menu by school nursing staff.
- Accommodations for individual students will be implemented, including change in menu or disallowing of a requested food item.
- Food served must be in manufacturer’s packaging and individually labeled with ingredients and processing conditions. Homemade food items cannot be served.
- Substitutions or alternatives cannot be served without approval by school nursing staff.

**STUDENT RECORD ACCESS**

**Student Records Handling**
Carroll limits access to student records information to those within the School on a need to know basis for the purpose of implementing the educational program. All outside requests for records about a current or former student should be referred to the Registrar. Carroll maintains student transcripts or similar records for forty (40) years. Carroll takes guidance from state laws and regulations with respect to access, maintenance, and destruction of all other student records.

**Records in Custody Matters**
It is Carroll’s policy to require both parents (or legal guardians where applicable) to sign enrollment agreements, and to permit both parents similar access to information about the student’s progress and performance. In the case of a student who is in the legal custody of only one parent or guardian, a parent or guardian must provide a copy of the court order or other pertinent legal documents to Carroll. Carroll may restrict a non-custodial parent’s access to student records or participation in conferences or other school events. Carroll will determine how best to comply with any legal custody situations in the best interests of the student and the School. Carroll is not responsible for enforcing court orders, such as restraining or stay away orders, or custody agreements.

**TECHNOLOGY ACCEPTABLE USE POLICY**

The Carroll School Computer Network (the “CarrollNet”) is established for the educational and professional use of Carroll students, faculty, and staff (“Users”). This Technology and Acceptable Use Policy (the “Policy”) is intended to govern Users with respect to CarrollNet and the Internet. In addition to this Policy, the School regulates access to and use of the CarrollNet by principles consistent with the educational mission of the School. Users are expected to conduct themselves on the CarrollNet in the same fashion as they do elsewhere in the community. Users who violate this Policy will have their CarrollNet privileges revoked and may be subject to
further disciplinary action, including suspension or dismissal. The School may also report
offenders to applicable law enforcement agencies.

The CarrollNet provides access to the global Internet. Carroll has taken available precautions to
restrict access to controversial materials on the Internet. However, on a global network, it is
impossible to control all materials. Carroll believes that the valuable information and interaction
available on the Internet far outweighs the possibility that Users may find material that is not
consistent with our educational goals.

The smooth operation of the CarrollNet relies upon the proper conduct of all Users. The
signature on the Handbook Acknowledgment form and Chromebook Contracts are
binding and indicate the families have read and agree to the terms and conditions of this
Policy.

CarrollNet - Terms and Conditions (Acceptable Use and Illegal Actions)
Scope and Authority – The CarrollNet includes all hardware, software, and network services
used by the Carroll community, including third party services that act as extensions of our
internal network. Parents give the school permission to use applications that are
educationally beneficial to our students.

Privileges
The use of the CarrollNet is a privilege, not a right. The use of an account must be consistent
with the educational objectives of the School. The Technology Office will deem what is
inappropriate use and will refer any such conduct to Carroll School Administration. Carroll
determines what conduct constitutes a violation of this Policy, and the discipline for any such
violation. In addition, use of any other Internet connected resource must comply with the rules
appropriate for that resource. Transmission of any material in violation of any U.S. or state
regulation is prohibited. This includes, but is not limited to, material protected by copyright,
threatening or obscene material, or material protected by trade practice. Use of the CarrollNet for
commercial activities, product advertisement, or political lobbying is prohibited. Use of the
CarrollNet and the Internet must be consistent with this Policy and all policies and practices of
Carroll, and violations of this Policy and such other policies and practices may result in the
suspension or loss of an account, loss of Internet access, or in other forms of disciplinary action.

No Expectation of Privacy
Carroll routinely monitors usage of CarrollNet and may review any communications on its
systems. The School is able to override all passwords. Users do not have a privacy right in the
contents of their computer system, including messages sent, received, or stored on the email
systems or in their use of the Internet. Passwords to these systems exist for the benefit of
Carroll School. Users should have no expectation that the ability to choose a password for a
system in any way limits the ability or right of the School to monitor all activity.

During the academic year, Carroll routinely monitors students’ online activities including
internet searches and communications using Google applications on School-provided devices.
Students and parents should not expect any rights to privacy in online activities and
communications using these devices and applications. Carroll’s computer network acceptable use
policy governs. The School uses reasonable efforts to monitor and recognizes that no monitoring tools are comprehensive. If the Head of School or Division Heads receives notification of what they consider to be inappropriate or potentially harmful type online activities, the School will make reasonable effort to contact parents/guardians of the child. Parents are also advised to monitor and to establish restrictions on student use of electronic devices, particularly concerning internet and social media activities.

Security
Security on any computer system is a high priority, especially when the system involves many Users. No User may have access to another’s files on the CarrollNet intranet. The following guidelines will help maintain CarrollNet security:

- If students or families feel that they have identified a security problem on the Internet, they are expected to immediately notify the Chief Technology Officer.
- Students should never allow anyone else to use their account and should not use another individual's account.
- Inappropriate attempts to access a server as an administrator may result in immediate cancellation of User privileges and/ or discipline.
- Any User identified as a security risk or having a history of problems with other computer systems may be denied access to the CarrollNet.

Inappropriate Access
Not all of the information freely available on the Internet is reliable or helpful. Students and employees must evaluate the source of the information, as well as the information itself, to determine its appropriateness and usefulness.

In addition to providing information, the Internet is capable of providing the means to communicate directly with others via “instant or private messaging” programs, video conferencing programs, and other means. Also, there are many places and software technologies that will allow for the free exchange of files between computers over the Internet, such as email. **Not all of these methodologies are appropriate for an educational environment as outlined in this document.**

Downloading or loading software on the School’s computers is prohibited. There is an enormous quantity and variety of free software available on the Internet. However, widespread downloading of such software on the School’s computers has a cumulative negative effect, and can result in the substantial degradation of performance, additional maintenance time, and increased threat of virus infestation. Students may not use school computers to access any Internet site or sites that contain information that is inappropriate for educational purposes or sites that teachers, staff or administration deem inappropriate for the instructional program. Examples of inappropriate information and/or content include, but are not limited to, the following:

- Students may not access, upload, download, transmit, display or distribute offensive material – content that is in poor taste or could be considered obscene; abusive or sexually explicit language, racist, illegal, harassing or inflammatory.
dangerous material – content that provides direction in the construction of explosives or similar devices or instruction or practices that could injure the students themselves or others.

- inappropriate contacts – materials that can lead to contact with strangers who could potentially threaten the student’s health or safety.

If a student is uncertain as to whether or not a site’s material might be considered inappropriate, the student should consult their teacher or a member of the administrative staff for clarification.

**Google Workspace for Education Acceptable Use**

Google Workspace for Education is primarily for educational use. Students may use Google Workspace for Education for personal use subject to the restrictions below and additional school rules and policies that may apply.

School staff and administrators have access to student email for monitoring purposes. Students should have no expectation of privacy on the Google Workspace for Education system.

**Limited personal use** - Students may use Google Workspace for Education tools for personal projects outside of school hours but may not use them for:

- a.) Unlawful activities
- b.) Inappropriate sexual or other offensive content
- c.) Threatening another person
- d.) Misrepresentation of Carroll School, staff, or students

**Safety**

- Students will tell their teacher or other school employee about any message they receive that is inappropriate or makes them feel uncomfortable.
- Students are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account.
- Under no conditions should a student provide their password to another person.

**Access Restriction**

Access to Google Workspace for Education is considered a privilege accorded at the discretion of Carroll. The School maintains the right to immediately withdraw access and use of Google Workspace for Education when there is reason to believe that violations of law or school policies have occurred. In such cases, the alleged violation will be referred to the Head of School for further investigation and account restoration, suspension, or termination. As a party of the Agreement with Google, Carroll also may suspend any user's account suspected of inappropriate use. Pending review, a user account may be terminated as part of such action.

Due to the rapidly changing technology environment, Carroll may determine if an action not listed in this document is inappropriate and the student may be subject to discipline.

**Google Workspace for Education Student Accounts**

Students receive Google Workspace for Education accounts through Carroll. These school accounts are used for classroom assignment distribution, teacher communication, and allowing
students access to other educational software online. Carroll Google Workspace for Education accounts are limited for use within the Carroll domain, and they cannot be accessed or contacted from people or parties outside of the Carroll domain. All Carroll policies apply to these accounts. Student accounts are deleted 30 days after students leave Carroll.

**Parental Consent and COPPA Compliance**

In order for Carroll to be able to provide students with the most effective web-based tools and applications for learning, they need to abide by federal regulations that require a parental signature as outlined below.

The School uses computer software applications and web-based services, operated not by this school, but by third parties. A list of software applications can be found on the Aspen Class Pages.

In order for students to use these programs and services, certain personal identifying information, generally the student’s name and Carroll email address, must be provided to the web site operator. It is important to note a student’s Carroll email address cannot be contacted by people outside of the Carroll domain, nor are students allowed to email any addresses outside the Carroll domain. If a student emails a faculty or staff along with an address from outside the Carroll domain, that email will be quarantined and removed by a 3rd party vendor. Under federal law, the Children’s Online Privacy Protection Act (COPPA), websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. For more information on COPPA, please visit http://www.ftc.gov/privacy/coppafaqs.shtm.

With the submission of the School’s web-based application authorization form, the law permits schools such as ours to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the web site operator.

The signed parent and student handbook will constitute consent for our school to provide personal identifying information for your child consisting of first name, last name, their Carroll email address, and username to the operators of web-based educational programs and services. The list of programs and services may change throughout the academic year.

**Hardware**

Carroll School computers are managed in order to allow for students to use the systems only for educational purposes. Under no circumstances is a student attempting to modify the existing hardware configuration of the Carroll School’s computer, either by opening the case or changing BIOS and or other hardware settings. Students are responsible for reporting any damage discovered on school computers to their teacher immediately.

It is specifically set forth in this policy that under NO circumstances are either students, staff, or visitors allowed to connect their own personal computers, laptop or notebook computers, personal digital assistants (PDA’s) or any other electronic device to any of Carroll School computers or internal network, without the expressed knowledge and written consent of the
Chief Technology Officer or their designee.

**Lower School, Middle School and Upper School Student Chromebooks**
All students entering the Lower School program receive a Chromebook to be used during the academic school year. These Chromebooks are owned by Carroll School, and will be returned each year.

All students entering the Middle or Upper School program receive a Chromebook for their exclusive use throughout their time at Carroll. These Chromebooks are not returned yearly.

The Middle and Upper School student Chromebooks are purchased by the student's family, and the student is responsible for the safekeeping and appropriate use of the Chromebook. This includes any damage to the Chromebook.

Over the summer, the Middle or Upper School student is responsible for the appropriate use and storage of their device. **While the students remain at Carroll, their Chromebooks must be used consistent with the School’s policies and expectations.**

**Plagiarism**
Information obtained from the Internet as part of a research project must be attributed to its source, using a standard bibliography notation. Students may not violate a copyrighted source, or otherwise use another person's intellectual property without prior approval or proper citation.

**Contact**
Each student is responsible for all activity that occurs under their user account. Students may not place information on the Internet that would fall under the category of “unacceptable sites” listed above.

Students may not give out any personal information (e.g., address, phone number, user name, passwords, etc.) about themselves or about other people. Students may not use school computers for commercial purposes or political lobbying.

**Summary**
This is a list of the more common things students are specifically NOT permitted to do.

A. Download any files, especially music and videos, from the Internet, unless the material is free for commercial use and royalty free.
B. Use any form of “instant or private messaging” software.
C. Install any applications or software onto Carroll School computers.
D. Disable or modify any running tasks or services.
E. Transfer and/or store music files from any personal devices to Carroll School systems.
F. Play games, unless directed to by a faculty or staff member for educational purposes, at any time on Carroll School computers, including Internet-based games.
G. Use proxies or other means to bypass the content filtering systems in place and or defeat any settings that prevent the access of material deemed and flagged as inappropriate by the blocking devices.
H. Use remote access of software or hardware to take control of any network attached device...
or workstation.
I. Remove License decals or inventory control tags attached to the systems.
J. Disrupt its use by other individuals by connecting to other Carroll School networks to perform any illegal or inappropriate act, such as an attempt to gain unauthorized access to other systems on the network.
K. Everyone must honor copyrights and licenses, as well as the legal rights of the software producers and network providers.
L. Use of another person’s user account and any access of credentials is prohibited.
M. Anyone who inadvertently accesses an inappropriate site must immediately leave the site and report it to their faculty advisor.
N. Attempt to log onto the network as a system administrator.
O. Any user identified as a security risk may be denied access to the network.
P. Damage caused by the intentional misuse or vandalism of equipment will be charged to the person who committed the act.
Q. Any damage to the student owned Chromebooks is the responsibility of the user.

Consequences
Use of school computers and the internet is a privilege. Failure to abide by the terms of this policy or the School’s expectations regarding acceptable use may result in disciplinary actions (including, but not limited to, loss of privileges, detention, suspension, or expulsion). In addition, willful damage of computer hardware, computer software (including the deletion of programs and/or files) and computer networks will result in the student being responsible for the current repair and replacement cost of the damaged software and/or equipment.

The Chief Technology Officer or their designee may close an account at any time as required. The administration, faculty and staff of Carroll School may make a request to the Chief Technology Officer or their designee to deny, revoke or suspend specific user accounts based upon violations of this policy.

Improper Use and Content
Users may not use the CarrollNet for purposes of harassment, intimidation or bullying of others, either within the School community or in the broader Internet. Foul, abusive, discriminatory, or demeaning language, attempts to “fill” electronic mailboxes, the posting of obscene images or texts, egregious “flames” and other such acts shall be a violation of this Policy.

Conduct
Carroll determines whether conduct violates this Policy and any other policies of the School. Users must remember that material distributed through the Internet is public. On the Internet, there is no central authority, so each site is responsible for its own Users. Complaints received from other sites regarding any of our Users will be fully investigated, and disciplinary action may be taken as a result.

Social Networking Sites
While Carroll respects the right of employees, students and families to use social media and networking sites, as well as personal websites and blogs, it is important that any such personal
use of these sites does not damage the School's reputation, its employees, or its students or their families, or otherwise impede the educational environment that the School endeavors to create. Student use of social networking sites is prohibited on Carroll distributed laptops; for students, these guidelines are intended to be applied for personal computer use outside of school. All users should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding that what is private in the digital world often has the possibility of becoming public, even without their knowledge or consent.

Carroll strongly encourages all employees, students, and families to carefully review the privacy settings on any social media and networking sites they use (such as Facebook, Twitter, LinkedIn, Instagram, Snapchat, TikTok, or any other social media platform), and exercise care and good judgment when posting content and information on such sites. When using a social media site, an employee may not include current students as "friends," "followers" or any other similar terminology used by various sites. If an employee has a community that extends to persons who are parents, alums, or other members of the School community, they are expected to exercise good judgment about any content that is shared on the site.

Additionally, employees, students, and families should adhere to the following guidelines, which are consistent with Carroll’s community standards on harassment, student relationships, conduct, professional communication, and confidentiality:

- Users should not make statements that would violate any of the School's policies, including its policies concerning discrimination or harassment;
- Users must uphold the School's value of respect for the individual and avoid making defamatory or disparaging statements about the School, its employees, its students, or their families;
- Users may not disclose any confidential information of Carroll or confidential information obtained during the course of their employment, about any individuals or organizations, including students and/or their families.

Carroll has a strong interest in promoting a safe and supportive learning environment, as well as maintaining a positive reputation in the community. If the School believes that a student’s activity on a social networking site, blog, or personal website may violate the School's policies or otherwise may have a detrimental impact on the learning environment, the School may request that the student cease such activity. Depending on the severity of the incident, the student may be subject to disciplinary action.

**Sexting and Sexually Explicit Material**

The School prohibits students from creating, requesting, sending, or possessing any written message, image, or video that contains explicit representations or references to sexual conduct, sexual excitement, or nudity. Massachusetts law prohibits anyone (regardless of age) from disseminating obscene or pornographic images of minors, and the School may contact law enforcement should any student violate this policy.

**Theft and Vandalism**

Users must acknowledge the use of the intellectual property of others. Users must treat
information found electronically in the same way as information found in printed sources. Rules against plagiarism will be enforced. It is the responsibility of each User to comply with the terms and conditions for the acquisition and use of software found on the Internet. Carroll School will not allow the copying or storing of illegally acquired software. In this case, vandalism refers to deliberate attempts to damage the hardware, software, or information residing on CarrollNet or any other computer system attached through the Internet. Attempts to violate the integrity of private accounts, files or programs; the deliberate infecting of a computer with a “virus”, attempts at “hacking” computers using any method, or other such actions shall be a violation of this Policy.

Phishing Emails and Other “Spreading” Schemes
Whether in e-mail or in newsgroups, phishing emails, pyramid schemes, forwarding or replying to “contests” or “fast cash” schemes, mass cross-postings, and uninvited mass mailings are forbidden on the Internet and on the CarrollNet.

“Netiquette”
Users must abide by accepted rules of network etiquette, including, but not limited to, the following:

● Do not reveal personal information – your address or telephone number, or those of students or colleagues.
● Be polite. Do not be abusive in your messages to others. Use appropriate language and do not use vulgarities, or any other inappropriate language.
● Do not use the CarrollNet in such a way that would disrupt its use by others.

Waiver of Warranties; Limitation of Liability
Carroll makes no warranties of any kind, whether express or implied, concerning this service. Carroll shall not be held responsible for any damages suffered, including the loss of data resulting from delays, non-deliveries, missed deliveries, service interruptions, or errors and omissions. Carroll denies any responsibility for the accuracy or quality of information obtained through this service. All terms and conditions as stated in this Policy are applicable to the use of computer resources at Carroll, in addition to internet use.

Preservation of Resources
All resources are limited; computer resources are not an exception. Because space on disk drives and bandwidth across the lines, which connect CarrollNet both internally and externally, are limited, neither programs nor information may be stored on the system without the permission of the Chief Technology Officer or designee. Users are not to load software on any school computer. Each User is permitted reasonable space to store email, Web, and personal files, as mandated by system file quotas. Carroll School may require the purging of files in order to regain disk space without warning. Users whose need for the resource is more pressing will have priority of space.

Special Note Regarding Borrowed Equipment
Because Carroll is a day school, and for the convenience of the user community as a whole, Carroll School provides loaner computers, digital still cameras, digital video cameras, and other equipment for student use. Users are responsible for any equipment they may borrow, including accessories, and are expected to employ the equipment in accordance with this Policy. If the
equipment should be damaged, or lost while the User has assumed responsibility for it, the User will be accountable for the fair replacement value of the equipment.

**e-Safety Policy**
The School may incorporate online and remote learning programs in its curriculum and program if necessary. The purpose of this e-Safety policy is to help ensure a safe, secure, and supportive online and remote learning environment for students, employees, and all members of the School community, consistent with the School’s standards, mission, policies, and protocols. The School strives to create such an environment while also making it as effective and user-friendly as possible. At all times, however, the School’s online and remote learning environment is subject to the requirements and limitations of the School’s online and remote learning technology. This e-Safety policy is intended to work in concert with the School’s other rules and policies, including those set forth in this Handbook. Students and parents are, therefore, expected to continue to comply with all School policies and standards of academic and social behavior as stated in the Handbook and elsewhere. This policy sets forth additional, modified, and/or clarified expectations for the School’s online and remote learning environment.

- **Dress Code**: When visible in the online and remote learning environment, and in any related interactions, students are expected to be appropriately dressed.
- **Cyberbullying and Online Conduct**: When participating in the online and remote learning environment, and in any related interactions, it is of the utmost importance that students maintain and model the highest standards of conduct, respect, and integrity, including by refraining from any activity that might constitute or contribute to cyberbullying or other prohibited interpersonal conduct.
- **Remote Environment**: Students may not use virtual backgrounds while participating in online and remote learning environments unless authorized or directed by the teacher. Backgrounds and physical spaces captured in online and remote learning should not have vulgar or profane words or images. Backgrounds should be appropriate. For example, students should not be sitting in a bed, but should be setup at a desk or table.
- **Chat Functions**: Students are expected to use any chat functions in an appropriate and respectful manner.
- **One-On-One Interactions**: School faculty, advisors, and administrators may provide virtual one-on-one meetings with students as appropriate. The School may seek to limit one-on-one interactions to those necessary to support the academic and social well-being of students and families.
- **Recording**: Online and remote learning sessions and communications should not be considered confidential and may be recorded. Students are prohibited from (a) recording any part of any online and remote learning program, and (b) sharing, broadcasting, and/or making public any materials created or recorded by the School, its employees, or anyone else in relation to the School’s online and remote learning programs.
- **Risk Management**: All members of the School community are responsible for maintaining a safe online and remote learning environment. In that spirit, while the School will strive to support and ensure students’ safety in the online and remote learning environment, students and their families are also expected to employ appropriate safeguards and manage risks appropriately.
FAMILY INVOLVEMENT

Parental Comportment and Support for School Policies
At Carroll School, we believe that a positive relationship between the School and a student’s parents or guardians is essential to the fulfillment of the School’s mission. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be achieved.

The School understands and appreciates that parents and guardians may employ different means to meet the expectations and responsibilities expressed in this policy. Nevertheless, Carroll, at all times, may dismiss a student whose parent, guardian, family member, or other adult involved with the student, in the judgment of the School, fails to comply with this or any other policy or procedure of the School, engages in conduct either on or off the School’s property that could undermine the authority of the School’s administration, and/or otherwise behaves in a manner that is unbecoming of a member of the School community. The School may refuse re-enrollment of a student if the School believes the actions of a parent or guardian (or another individual associated with the student) on or off the School’s property make a positive, constructive relationship impossible, or otherwise may interfere with the School’s accomplishment of its mission and/or educational goals.

To assist in creating the most effective relationship, the School expects that families will observe the following guidelines:

1. **Share in the School’s vision.**
   - Support the mission of the School.
   - Understand and support the School’s philosophy, policies, and procedures.
   - Support the School’s disciplinary process, and understand that the School’s authority in such matters is final.
   - Be supportive of the School’s commitment to a diverse and inclusive community.
   - Acknowledge that the payment of tuition is an investment in the education of the student, not an investment of ownership in the School.
   - Support the School’s emphasis on sustainable practices.

2. **Provide a home environment that supports the intellectual, physical, and emotional growth of the student.**
   - Create a schedule and structure that supports a student’s study and completion of homework requirements.
   - Be aware of the student’s online activities and use of computers, television, and video games.
   - Encourage integrity and civility in the student.
   - Be a role model, especially when it comes to behavior at School and at athletic events.
● Encourage the student’s participation in events that promote high standards; actively discourage participation in events that can lead to illegal or unwise behavior.

3. **Participate in the establishment of a home/School and School community relationship built on communication, collaboration, and mutual respect.**
   ● Provide a home environment that supports positive attitudes toward the School.
   ● Treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise.
   ● Help build and maintain a positive School environment by not participating in or tolerating gossip.
   ● Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to the Head of School, administrators, outside professionals, or law enforcement officers.
   ● Respect the School’s responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
   ● Seek to resolve problems and secure information through appropriate channels (i.e., teacher/advisor/counselor, Head of School, in that order).
   ● Acknowledge the value of the educational experience at the School by making regular and timely School attendance a priority and scheduling non-emergency appointments outside the classroom day.
   ● Support the School through volunteerism and attendance at School events.
   ● Financially support the School to the best of one’s ability.
   ● Share with the School any religious, cultural, medical, or personal information that the School may need to best serve students and the School community.
   ● Understand and support the School’s technology policies.

**Multiple Households**

In order for the School to communicate effectively with families and support each student, it is important for teachers and administrators to be aware of students who spend time in multiple households. If there are court-ordered guidelines regarding visitations, picking up a student from school, parent involvement in field trips, or other issues, please notify and provide proper documentation.

Believing that a student’s educational experience is enhanced through active parent participation and partnership, the School seeks to facilitate communication with all parents. Absent a court order to the contrary, all parents for whom the School has contact information will typically receive normal school mailings (i.e., grades, teacher comments, all-School email) and other School communications. As part of this commitment, it is parents’ responsibility to ensure that any communication from the School is shared among their family. In addition, parents are expected to include any other parent(s)/guardian(s) of their child on electronic communications to the School, including emails to teachers. Given the unique legal situation of each family, the School may make exceptions to this policy on a case-by-case basis.

The School expects separated or divorced parents to cooperate and partner with the School with
respect to their child’s education. For this reason, the School will not get involved in parental disputes or custody issues.

**Giving**

Carroll is most grateful for the generosity shown by our community each year to support and strengthen our program. Gifts to our Annual Fund combined with earnings from the endowment and revenue from Summer@Carroll fund operating expenses not covered by tuition.

Giving to the Annual Fund keeps Carroll flexible in response to what is always at our core: giving each student what they most need to thrive. These gifts allow Carroll to allocate resources to students and faculty as needed during the school year, providing for faculty salaries, professional development, curriculum innovation, technology enhancements, campus maintenance, and more.

All members of the Carroll community - the Board of Trustees, parents, alumni, parents of alumni, grandparents, friends, and faculty and staff - are asked to join together by making a gift that is meaningful and appropriate for them. Every donation helps enrich our community and makes a difference for our children.

Other giving opportunities are prioritized by the Board of Trustees. Currently, the Board is focused on a) building the endowment in order to increase compensation for our dedicated and exceptionally trained teachers, and b) making our educational program broadly accessible and supporting a vibrant community with many voices and perspectives.

**Carroll School Parents’ Association**

The Parent Association (PA) works closely with Carroll administration to foster a warm, welcoming, and inclusive community for all Carroll families. Every Carroll parent/caregiver is automatically a member of the PA.

Through thoughtful communication, collaboration and compassion, the goal of the PA is to support the mission, programs, and activities of the school, engage in ongoing community building for parents, caregivers, and students and organize/promote volunteerism.

The PA seeks to support new families throughout their transition to Carroll, coordinate opportunities for meaningful and inclusive parent involvement, offer valuable learning opportunities for parents and caregivers, coordinate the expression of gratitude from Carroll families for our devoted faculty & staff, and organize and support/sponsor community events and social gatherings to bring the Carroll community together in a festive and informal setting.

The PA’s leadership is formed in the spring and coordinates the overall structure for the PA events calendar each year. We value embracing the ideas, passion, and talents of parents/caregivers in our school community and invite you to contact us to discuss how you might be involved in a way you find meaningful. No matter how much or how little time you have to give—we welcome your involvement and participation! Interested in volunteering? Email the PA: pa@carrollschool.org.
Carroll School’s Website and How to Access the Parents’ Page
For the most up to date information, please go to the Carroll website created for parents/caregivers: https://www.carrollschool.org/parents. Parents/guardians can access the secure Parent Portal directly from the website.

To Access the Parent Portal
- Enter your Username and Password, which will log you into the secure site
- Every new parent will receive a Username and Password before the beginning of school

Carroll is committed to respecting your privacy and protecting any personal information you share with us. You can visit our website without revealing personal information. In some cases, however, we may ask for personal information in order to provide the services you request. Such information will be used by Carroll only to conduct official school business and will never be disseminated by Carroll School to any unaffiliated third party, absent a legal requirement or otherwise. All of the information that the School collects online from you is subject to the School’s privacy policy which is available on its website: Privacy Policy.

To View Future School Events
The entire school calendar for the academic year can be reached from the Parents’ Page (Calendar) as well from the home page (Full Calendar) of our website.

Appendix A: COVID-19 Health & Safety Practices
We anticipate the need to continue with some level of health and safety mitigation efforts in the 2022-23 school year. Just as we did in prior years, we will be fully apprised of the recommendations of the CDC, AAP, Mass DPH, and DESE and we will consult with our medical experts and other independent schools to help ensure the School’s policies reflect the most up to date research. Our protocols at the start of the school year will include the following:

- Carroll School will implement mandatory COVID-19 vaccination upon a vaccine’s approval by the Food & Drug Administration at any point prior to the commencement of the academic year or during the course of the academic year. Proof of immunization or having received a School-approved exemption will be a condition of enrollment or continued enrollment. Carroll School reserves the right to determine what constitutes full vaccination, to include any booster vaccinations for coronavirus.
- Carroll may require all students, as a condition of enrollment or continued enrollment, to provide proof of negative test results for the coronavirus on a schedule determined by the School, even if not mandated by federal, state, or local health authorities. Carroll School may implement mandatory testing prior to the commencement of the academic year or at any time during the course of the academic year.
- Carroll may also choose to implement other health and safety protocols that can change from time to time, to address coronavirus, or any derivations or mutations thereof, even if not mandated by federal, state, or local health authorities. Compliance with all other
protocols adopted by Carroll shall also be a condition of enrollment or continued enrollment.

- For avoidance of doubt, termination of a student’s enrollment, either voluntary or involuntary, for non-compliance with any health and safety protocols required by the School shall not alter the unconditional payment obligations outlined in the Enrollment Agreement.
- Commitment to daily health check by all community members; anyone who is symptomatic for any COVID symptom must stay home, receive COVID (PCR or rapid molecular) testing and not return to campus until a negative test result is received.
- A “mask optional” policy (subject to change depending on pandemic conditions during the school year).
- There are some instances where we will continue to require masking - a procedure known as “situational masking”. The following protocols are consistent with guidance from the CDC and MDPH:
  - Anyone who has tested positive for COVID-19 but has been cleared by the school nurse to return to campus (after a minimum of 5 days at home) based on never having had symptoms, or whose symptoms have resolved, must wear a mask at school for the remainder of the 10-day COVID recovery period that started the day after the positive test result or the day after COVID symptoms began (i.e., masking is usually required during Days 6-10)
  - Anyone who is identified as a close contact of an individual with COVID-19 must wear a mask indoors at school (except when eating/drinking) for a total of 10 days after the last day of exposure
  - Masks are required for all persons when inside the Health Centers on each of our campuses
- All food will need to come from home and no sharing of food will be permitted.
- Ongoing best practices in hygiene, cleaning and air circulation
- All School protocols will be revisited periodically and are subject to change at any time. The School will promptly notify the community of any changes to its COVID-19 policies and protocol.
Appendix B - Student Gender Diversity Guidelines

Carroll School values the commonalities that unite us and celebrate the diversity which we believe makes this community stronger and more vibrant - a diversity that embraces, but is not limited to: Race, religion, age, ethnicity, sexual orientation, gender identity, gender expression, learning style, physical ability, family makeup, and socioeconomic status.

At Carroll, we believe that all students need a safe and supportive school environment to excel academically and developmentally. Administrators, faculty, staff, and students each play an integral part in creating and sustaining that environment. These Student Gender Diversity Guidelines are intended to assist the School in helping students and their families navigate Carroll’s practices that may uniquely impact transgender and gender non-conforming students. These Guidelines do not anticipate every situation that might occur with respect to gender diverse or transgender students; the needs of each student will continue to be assessed on a case-by-case basis. For questions about these Guidelines, please contact the Director of Diversity, Equity, and Inclusion.

Definitions

This is not an expansive list of all LGBTQ+, queer and trans spectrum community language. However, this is a strong reference guide.

**Gender**: Attitudes, feelings, characteristics, and behaviors that a given culture associates with people that are often labeled as “masculine,” “feminine” or gender neutral.

**Gender Identity**: A person’s deeply held sense or psychological knowledge of their own gender which can include being male, female, another gender, or no gender at all. One’s gender identity can be the same or different than the gender assigned at birth. The responsibility for determining an individual’s gender identity rests with the individual.

**Gender Expression**: The manner in which a person represents or expresses socially defined gender to others, often through behavior, social interactions, clothing, hairstyles, activities, speech, or mannerisms.

**Gender Non-Conforming**: This term describes people who have, or are perceived to have, gender characteristics and/or behaviors that do not conform to traditional or societal expectations.

**Non-Binary**: A person with a gender identity other than male or female. Other terms that can have similar meanings include gender diverse, gender fluid, or gender expansive.

**Sex**: The designation of a person at birth as either “male” or “female” based on their anatomy and/or biology.

**Sexual Orientation**: A person’s physical, romantic, emotional, and/or spiritual attraction to another person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, homosexual, lesbian, gay, asexual, and bisexual. Sexual orientation is distinct from sex, gender identity, and gender expression.
Cisgender: A term used to describe a person whose gender identity matches the gender identity and sex assigned at birth.

Transgender: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth. It can also be used to describe a broad range of identities and experiences that fall outside of traditional notions of gender.

- A person whose sex assigned at birth was female but who identifies as male is a transgender man (also known as a person assigned female at birth, or AFAB). A person whose sex assigned at birth was male but who identifies as female is a transgender woman (also known as a person assigned male at birth, or AMAB male-to-female transgender person, or MTF).
- Some people described by this definition may identify simply as a man, woman, or non-binary, or may otherwise not identify as transgender.

Transition: The process that a person goes through as the person changes their gender expression and/or physical appearance to align with their gender identity. Transition is a process that is different for everyone, and it may or may not involve social, legal, or physical changes. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected. This concept is very broad and varies depending on the person. For some transgender individuals, this process involves primarily a social transition, such as changing an individual’s first name, pronouns, clothing, and appearance, rather than any medical treatment.

Guidelines
In order to create and promote a safe and supportive educational environment, Carroll adopts these guidelines to address the needs of gender diverse students:

- **Bullying, Harassment and Discrimination**
  Carroll does not tolerate verbal or physical behavior that constitutes bullying, harassment, or discrimination on the basis of sex, sexual orientation, gender identity, or gender expression. Such misconduct is prohibited on the School’s campus and property immediately adjacent to School’s grounds, on School vehicles and at School-sponsored events, activities, athletic contests, and off-campus trips. In addition, such misconduct is prohibited at a location, activity, function, or program that is not school-related or through technology, if such conduct substantially interferes with the student’s ability to participate in or benefit from the services, activities, or privileges provided by the School. Carroll seeks to provide all students, including transgender and non-binary students, with a safe school environment and promptly address complaints of bullying, harassment, or discrimination.

- **Affirmation of Gender Identity**
  Carroll recognizes that the responsibility for determining a student’s gender identity rests with the student. Carroll honors a student’s assertion of gender identity when there is consistent and uniform assertion of gender identity or other evidence that the gender identity is sincerely held as part of the student’s core identity. Confirmation of a student’s
asserted gender identity may include, but is not limited to, written or oral affirmation from the student, a parent, or a family member; a letter from a clergy member, coach, relative, or family friend stating that the student has asked to be treated consistent with the student’s asserted gender identity; a letter from a health care provider stating that the student is receiving medical care or treatment relating to the student’s gender identity; or other forms of confirmation. Carroll does not, however, require a medical or mental health diagnosis or treatment in order for students to have their gender identity recognized and respected by the School.

- **Names and Pronouns**
  Carroll strives to honor students’ sincerely-held gender identities by addressing students with their chosen name and pronoun. The School does not require students to undergo a legal name or pronoun change in order to recognize such requests. The School may communicate with a student’s family about a request to use a chosen name or pronoun at school. The School will ask that community members also honor students’ requests to be addressed with a chosen name and pronoun. While inadvertent slips or honest mistakes in the use of chosen names or pronouns may occur, Carroll will not tolerate intentional and persistent refusal to respect a student’s gender identity by using the wrong name and/or pronoun. When contacting the parent or guardian of a transgender or non-binary student, Carroll will strive to adhere to the student’s preferences regarding name and pronoun use for such communications.

- **Student Privacy**
  Carroll seeks to ensure that all personally identifiable and medical information relating to all students, including transgender and non-binary students, is treated confidentially in accordance with applicable laws and the School’s policies. In the rare instance that Carroll needs to disclose a student’s transgender status, the School may provide the student an opportunity to make that disclosure first.

- **School Records**
  Carroll maintains student records. If a student requests that a chosen name and/or gender be used on school documents and records, Carroll will strive to comply with that request in order to honor and affirm their identity. This may include, but is not limited to, updating school transcripts, schedules, attendance records, class rosters, school IDs, recommendation letters, and diplomas. Carroll is sensitive to the private nature of discussions and documentation regarding students’ names and/or gender and is committed to protecting students’ confidentiality by restricting the use of, and access to, this information in accordance with applicable law. Records with the student’s birth name and gender will be kept in a separate, confidential file. Carroll may be required by law to report a student’s legal name or gender, in which case Carroll will follow practices to avoid the inadvertent disclosure of such information.

- **Access to Gender-Specific Areas**
  All campus restrooms are gender-neutral and considered single stall. Carroll may maintain additional gender-specific facilities. Students may request access to these additional facilities such as locker rooms and changing facilities that correspond to their
gender identity. Any student who has a need or desire for increased privacy may request access to a single stall option, regardless of the underlying reason. No student, however, shall be required to use these options or to use gender-segregated facilities that are inconsistent with their gender identity.

- **Dress Code**
  Students may dress in accordance with their gender identity and expression, within the constraints of Carroll’s dress guide.

- **Athletics and Extracurricular Activities**
  Upon request, Carroll allows students to participate in athletics and extracurricular activities in a manner consistent with their gender identity. Students will be permitted to compete in interscholastic athletics in a manner consistent with their gender identity, to the extent that their participation complies with the rules and bylaws of the athletic associations and leagues in which Carroll competes.

- **Other Gender-Based Activities, Rules, Policies, and Practices**
  As a general matter, Carroll evaluates all gender-based activities, rules, policies, and practices — including classroom activities, school ceremonies, and school photos — and maintains only those that serve an important educational purpose. Carroll allows students to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

- **Community Training and Ongoing Education**
  Carroll seeks to incorporate gender diversity, transgender, and gender non-conforming education into its curriculum, anti-bullying and non-discrimination programing, and faculty and staff professional development in order to help promote a safe and supportive school environment.

- **Transitioning**
  While some students may come to Carroll after they have affirmed their gender identity, others may transition while attending the School. Students who transition during the course of their educational pursuits at Carroll can expect the School’s support. Carroll may also work with a student’s family to help support the student’s social and emotional development at school. Carroll recognizes that each individual has a unique process for transitioning. Students ready to socially transition should initiate a process with the School to change their name, pronoun, attire, and access to preferred programs, activities, and facilities consistent with their gender identity. Carroll will work with each transitioning student and, as appropriate, the student’s family to create an individualized transition plan and help promote a successful, safe, and supportive environment for the student’s transition. Transition plans may include, but are not limited to:
  - The date the transition will officially and formally occur (i.e., the date that the student will change their gender expression, name, and pronouns, and/or begin using the restroom and locker room associated with their gender identity);
  - How, and in what format, the transitioning student’s teachers and fellow students will be made aware of the student’s transition;
- What, if any, information will be shared with the transitioning student’s fellow students and/or teachers regarding that student’s transition; and/or
- What updates may be made to the transitioning student’s records, and when they will be made.

If students or their families have any questions about creating a transition plan, they should contact the Director of Diversity, Equity and Inclusion.
Lower School Behavior Management System

Level A: Procedural Offenses – behavior that breaks basic rules.
- Dress Guide – The student is reminded of the proper dress guidelines and sent to a counselor for an appropriate shirt, if necessary. Hats will be put in a backpack.
- Walk in Hallway - each correction = required to go back and walk
- Bathroom rules - only 1 person in a bathroom at a time. Students need to wait in the hallway for their turn to go in.
- Gum – student reminded that gum is not allowed and asked to throw it out.
- Electronic wearable devices/cell phones – The student is reminded that no device use is allowed during school hours and the device is turned off and returned is to the locker/backpack. Repeated use will result in the teacher or administrator taking the device from the student.
- Inappropriate use of playground equipment/not following rules of play activity – student requested to make another choice for the remainder of recess.

Level A: Consequences
Logical consequences are applied to Level A offenses. A repeated pattern of Level A behavior moves up to a Level B consequence and a call to the parent. If behavior continues - reported to Counseling and an appropriate response is created

Level B: Moderate Offenses – behavior with disregard to the Lower School community’s expectation of Respect = Respect Yourself, Respect Each Other, Respect School Property.
- Disrupting the learning of others – (calling out, loud noises, talking to neighbor)
- Disrespect
- Rudeness
- Offensive language
- Careless hurtful remarks
- Verbal or written teasing, name calling
- False accusations of bullying type behavior
- Minor destruction of property
- Violation of classroom behavior expectations
- Repeated pattern of level A offenses

Level B: Consequences/Direct Response

First Offense: (within a class period or with the same teacher.)
- Teacher provides a verbal reminder

Second Offense:
- Take a Break (TAB) - remove from instruction - in or out of the classroom
- If TABs and rejoins class appropriately = positive reinforcement for correcting behavior
- Refuses = TAB in buddy classroom, or page Counseling
- If they refuse, the student is held back from transitioning to the next period and the
behavior is discussed with Counselor, if possible to encourage better choices.

Third Offense:
- Take a break (TAB) in buddy classroom and pages Counseling
- Spends the next recess in the classroom with their teacher and Counselor, if possible and reflects on behavior, completes a Reflection Sheet in written form or verbally (with support, when necessary).
- Reflection Sheet: What I did, How it impacts our community, What would be a better choice.
- Teacher documents incident on Reflection Sheet.
- The student takes a run around the building to get some exercise (when time permits).
- Parents are notified and copied on the Reflection Sheet which is sent home for parent signature. A copy is also sent to the counseling office and entered in the Aspen student database. A counselor and the teacher discuss any follow-up with the child.

Level C: Significant Offenses – behavior that jeopardizes the well-being of students or others.
- Verbal or written taunts
- Taking or damaging someone’s property
- Physical threat
- Harassment/Bullying
- Physical contact
- Offensive language directed to someone
- Fighting
- Arguing with strong emotion – loud and threatening voice
- Major destruction of property
- Repeated pattern of Level B offense

Level C: Consequences
Consequence/Direct Response: TAB outside classroom, Counseling Office paged and directly reports to Head of Lower School.
- Child stays either with the Counselor or Lower School Division Head until behavior is addressed and the child is ready to return to class.
- Offense is investigated by Counselors.
- Reflection Sheet completed, parent notified and Reflection Sheet sent home for parent signature.
- Reflection sheets sent to a counselor to document the incident in the Aspen database and to collaborate with teachers for any behavior plan follow-up.
- Next recess – spent performing community services. Lunch recess monitors to include; Lower School Division Head, Counselors, Sending teacher.

Second Offense
- TAB response (as above)
- Counselors investigate the incident and an Individual Behavior Plan is created with teacher, counselor and student and the possibility of outside support is explored.
- Parents are called and a meeting is scheduled.
- Reflection Sheet completed.
• If the 2nd offense is close to the 1st offense, then the child may go home for the remainder of the day (discretion of Lower School Division Head).
• A counselor documents the incident on the Reflection Sheet and then enters the sheet in the Aspen database.
• A student spends 2 days of juice break and lunch recess performing community service. Lunch and juice break recess monitors to include; Lower School Division Head, counselors, and the sending teacher.

Third Offense
• The Behavior Review Committee (BRC) is called by the Lower School Division Head who, with appropriate teachers and a counselor, investigates the incident and the Individual Behavior Plan is reviewed with teacher, counselor and student.
• The Lower School follows the BRC process, as described above.
• An Incident Report completed by a counselor or Lower School Division Head.
• The Parents are called and a meeting is arranged for that day - the student may be sent home.
• A re-entry plan is created for the parent and the child.

Possible Consequences: In-house or home suspension, a week of community service, and an Individual Behavior Plan in place for return from suspension.

Level D: Severe Offenses – behavior that puts the safety of others at risk, including:
• Fire
• Weapons
• Drugs
• Assault
• Repeated pattern of Level C offenses

Level D: Consequence
Immediate at home suspension until a BRC or other disciplinary procedure can be held. Parents will be notified immediately.
Head of School determination and/or required Expulsion Hearing with Behavior Review Committee representative, Middle School Division Head, parents, Head of School, and other relevant personnel. Meeting will result in: Discussion about immediate dismissal, and law enforcement and/or child welfare agency notification, as required by law.

Middle School Behavior Management System

Level A: Procedural offenses - behavior that breaks basic school rules.
• Tardiness (to class, etc.) – The student is reminded to make an effort or use strategies to arrive on time.
• Hats - Hats will be confiscated if worn inside. Staff takes the hat and puts it in The Hat Box at the frog desk.
• Gum - Student reminded that gum is not allowed and asked to throw it out.
• PDA - Students reminded what is inappropriate and asked to stop.
• Electronic devices - Students reminded that devices, including cell phones & wearables,
are not allowed during school and the device is confiscated (see full Electronic Device Policy below).

- Dress Guide - Student reminded of proper dress guidelines by advisor and sent to counselor for appropriate clothing or to be sent home if necessary.
- Repeated pattern of Level A behavior bumps up to a Level B and a phone call is made to the parents/guardians.

**Level B: Moderate offenses** - behavior with disregard to effect on community.

- Disrupting the learning of others
- Disrespect
- Rudeness
- Offensive language
- Minor destruction of property
- Laptop infraction
- Violation of classroom discipline plan
- Being in a place without permission unsupervised/loitering without permission
- Repeated Pattern of Level A offenses

**Level B: Consequences**
The Restorative Problem Solving Meeting (RSPM) - This meeting is designed to help students address various areas of challenge they may be struggling with within the school. Some of these areas may include unexpected behavior within the classroom, social challenges, and engagement. The overall purpose of the Restorative Problem Solving Meeting is not to be punitive, but to give the student an opportunity to begin to manage their own challenges and to collaborate with their teachers to ensure that they can be successful. In each meeting, the student will be asked to fill out a form that allows them to reflect on the incident or issue and formulate a plan. This form will be used in the meeting to find common ground between the assigning teacher and student first. Then, the meeting will shift focus to restoration and problem solving. Parents will be notified.

**Level C: Significant offenses** - behavior that jeopardizes the well-being of students or others.

- Lying/Dishonesty
- Cheating
- Plagiarism
- Harassment/Bullying/Sexual harassment
- Sexual activity
- Prejudicial or derogatory remarks or actions
- Fighting
- Tobacco use
- Laptop infraction
- Theft
- Major destruction of property
- Repeated Level A or B offenses can result in BRC at the discretion of the team, via the BRC rep.
Level C: Consequences
Required meeting with Behavior Review Committee (BRC). The BRC consists of one representative from each grade team and the Middle School Division Head and Dean of Students. Their advisor, as an advocate, will accompany a child appearing before the BRC. A member of the counseling team may be involved if necessary. Meeting may result in:

- Detention - (after school, 1/2 day or full day, or Friday)
- In-house suspension (1/2 day or full day)
- Notification of parent and/or meeting
- Probation
- Loss of privileges
- Recommended counseling
- Meeting with Middle School Division Head (with or without parents)
- Restitution
- Natural/logical consequence - as determined by BRC team
- Other consequences as deemed necessary

Level D: Severe offenses - behavior that puts the safety of others at risk including:

- Fire
- Weapons
- Drugs
- Assault
- Repeated pattern of Level C offenses

Level D: Consequences
Immediate at-home suspension until a BRC or other disciplinary procedure can be held. Parents will be notified immediately. Head of School determination and/or required Expulsion Hearing with Behavior Review Committee representative, Middle School Division Head, parents/guardians, Head of School, and other relevant personnel. Meeting will result in: discussion about immediate dismissal and law enforcement and/or child welfare agency notification as required by law.

Consequences for Violation of Cell Phone/Electronic Device Policy

1st Offense: The item will be confiscated from the student, turned over to Administration, and returned to the student at the end of the day.

2nd Offense: The item will be confiscated from the student, turned over to Administration, and returned to parent/guardian at pick-up. The student will be required to turn their device over to their advisor during morning meeting for the next 3 school days.

3rd Offense: The item will be confiscated from the student, turned over to Administration, returned to parent/guardian at pick-up, and student will appear before the Behavior Review Committee for defiance of school authority.
Upper School Behavior Management System

Expectations
All teachers and students are required to meet both the Community Expectations, which govern how we interact with each other as members of a learning community, and Academic Expectations, which govern how we approach our work.

Community Expectations - Apply at all times
- Treat all members of the community with respect.
- Act appropriately with peers.
- Stay in approved areas at all times.
- Follow the school dress code.
- Refrain from chewing gum without a medical exemption for doing so.
- Electronic devices turned off and put away during the school day.
- Place laptops, binders, and bags in approved locations (Flockers and classrooms).
- Clean up, particularly after meals.

Academic Expectations - Apply in class
- Arriving to all school commitments on time with the necessary materials.
- Demonstrate SLANT (sit-up, lean forward, ask and answer questions, nod your head, track the speaker).
- Keep feet and heads off of tables.
- Focus on academic work in class and refrain from eating or other non-academic tasks.
- Use only a water-bottle with a sealable lid, no cups or mugs in class.
- Participate appropriately in class discussions.
- Work quietly when engaged in independent work.
- Collaborate appropriately with peers when engaged in group-work.
- Follow classroom rules and teacher directions.

Level A: Procedural Offenses
- Tardiness (to class, etc.) – Students reminded to make an effort or use strategies to arrive on time.
- Gum - Student reminded that gum is not allowed and asked to throw it out.
- PDA - Students reminded what is inappropriate and asked to stop.
- Electronic devices - Students reminded that devices are not allowed during school and devices are confiscated (see full Electronic Device Policy below).
- Dress Guide - Student reminded of proper dress guidelines by advisor and sent to counselor for appropriate clothing or to be sent home if necessary.
- Repeated pattern of Level A behavior bumps up to a Level B.

Level B: Moderate Offenses
- Disrespect
- Rudeness
- Offensive language
- Minor destruction of property
- Laptop infraction
- Violation of classroom discipline plan
- Being in a place without permission unsupervised/loitering without permission
- Repeated Pattern of Level A offenses

**Level A and Level B Consequences: “The Book”**

Students who commit a Level A or Level B infraction will be asked to “sign the book.” Either in the classroom or outside of the classroom, the student will take a moment to complete a simple online form noting their name, the date, the reason for signing, and the assigning teacher’s name. Students will also be asked if they would like to immediately discuss/follow up with a trusted adult. A digital copy of the book signing will be sent to the student’s advisor, the assigning teacher, the school counselor and the division head. Although the student cannot negotiate when asked to sign the book, he or she will have the opportunity to explain after class with the sending teacher, advisor, or division head.

Signing the book is intended to provide a student with a break from a challenging situation and an opportunity to reflect on his or her behavior. Book signings also allow students and their advisors to analyze their behavior and notice any patterns so that they can work together to develop strategies that will allow students to experience more success with the expectations that have been challenging for them. Book signings are not intended to be punitive and should be viewed as simply one of the many tools and strategies that our faculty uses to help students develop their academic skills.

**Results for Repeated Signings**

Any Upper School student who exceeds the book signing threshold in any given trimester will have his/her/their parents notified and will have a meeting with his/her/their advisor and one or more other faculty members. During this meeting, the reasons for the book signings will be discussed and if deemed appropriate a further consequence will be given. The student will have a chance to explain the infractions and will have input in coming up with reasonable next steps. The possible consequences will vary: there can be consequences ranging from the experience of the meeting itself to a Friday afternoon detention. The teaching team and the Upper School Division Head will have flexibility to ensure the consequence fits the infractions.

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**Level C: Significant offenses** - behavior that jeopardizes the well-being of students or others including:
- Lying/Dishonesty
● Cheating
● Plagiarism
● Harassment/Bullying/Sexual harassment
● Sexual activity
● Prejudicial or derogatory remarks or actions
● Fighting
● Tobacco use
● Laptop infraction
● Theft
● Major destruction of property
● *Repeated Level A or B offenses and/or Behavior Lunches can result in BRC at the discretion of the team, via the BRC rep.*

**Level C: Consequences**

Required meeting with Behavior Review Committee (BRC) or other disciplinary action taken by the Head of School. Their advisor as an advocate will accompany a child appearing before the BRC. A member of the counseling team may be involved if necessary. Meeting may result in:

- Detention - (after school, 1/2 day or full day, or Friday)
- In-house suspension (1/2 day or full day)
- Notification of parent and/or meeting
- Probation
- Loss of privileges
- Recommended counseling
- Meeting with Middle School Division Head (with or without parents)
- Restitution
- Natural/logical consequence - as determined by BRC team
- Other consequences as deemed necessary

**Level D: Severe offenses - behavior that puts the safety of others at risk including:**

- Fire
- Weapons
- Drugs
- Assault
- *Repeated pattern of Level C offenses*

**Level D: Consequences**

Immediate at home suspension until a BRC or other discipline procedure can be held. Parents will be notified immediately.

Head of School determination and/or required Expulsion Hearing with Behavior Review Committee representative, Middle School Division Head, Funding Coordinator (if funded), parents, Head of School, and other relevant personnel. Meeting will result in:

- Discussion about immediate dismissal
- Law enforcement and/or child welfare agency notification as required by law