

Connection

CARROLL SCHOOL MAGAZINE / 2023-2024 The Belonging Issue

Be everything
you are, **boldly.**

At Carroll, belonging is more than
a feeling. It's a place, a presence,
and a collective experience.



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OUR MISSION

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.

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A letter from our Head of School

Welcome to Belonging.

As humans, we all have a deep yearning to belong: to be seen and heard. Belonging is crucial to our happiness and essential for learning. Interestingly enough, belonging is predicated on difference. At Carroll, we work to create a culture that reinforces this belief: *If you think differently, you belong here.*

We integrate what we know about belonging and how students learn best, creating an environment where students thrive. Belonging does not just magically happen; we work intentionally to cultivate it.

At Carroll, we think about and talk through our own lived experiences. We teach perspective-taking and we model empathy. We build trust relationships so students open themselves up to learning. Students learn best when they feel seen, heard, and understood. Just recently, I asked a student if they felt like they belonged at Carroll. After nodding, I asked: *How do you know?* After a thoughtful pause, they responded: *I just feel it.*

In this issue of the Connection, we engaged our community to define what belonging at Carroll means to them. My guess is that you will feel your own sense of belonging at Carroll through these pages.

DR. RENÉE GREENFIELD



Belonging



...having a new mindset about academic opportunities and hope of a better future.

THE JOSEPH AND VITAL FAMILY
Middle School



...hanging out with my friends and getting to know my teachers really well.

HAYES THOMPSON
7th Grade Student



...knowing we are absolutely, without a doubt, in exactly the right place.

ANGELA ORLANDO
Upper School Parent



...being ONE and not alone with learning differently.

ANNABEL MUEHLSCHLEGEL
6th Grade Student

...feeling we have a community that shares the joy of connection, empathy for our struggles, and celebration of our accomplishments.

THE PLANTE FAMILY
Lower & Middle School



...being comfortable being uncomfortable. Carroll has given our child the space and awareness to be okay with not knowing the correct answer right away and that speed doesn't always win the race.

THE RENYI FAMILY
Middle School



Follow Carroll School on Instagram to discover more stories of Belonging@Carroll.

at Carroll is...



...feeling comfortable and like you are supposed to be here.

GOODIE DAWSON
5th Grade Student



...stepping through the doors of the school with your child and knowing that the teachers, administration and staff understand and will support your child's strengths and weaknesses.

JOLIE AND TODD HELMBRECHT
Middle School Parents

...being accepted as who you are, no matter what.

FRANCK KNOPF
3rd Grade Student



A little magic, and a lot of metaphors

Inside a Carroll Language classroom



ANNA
SIEGEL

5th Grade
Language Teacher

Students listening to music to identify similes and metaphors. A child using a balance board to focus on a difficult Orton-Gillingham phoneme task. Kids engaged in deep breathing. This is a day in Anna Siegel's 5th grade Language classroom.

It may seem like a typical 5th grade classroom, but under the surface you'll discover how Carroll educators intentionally create a culture of learning – so every child sees themselves as a skillful student.

It starts with relationships and trust. For the first two months of school, Ms. Siegel plans activities that create connections. "We share our stories with each other. I open up about my ADHD and confide that sometimes I get distracted by things happening around me. I model how I will advocate for myself when that happens."

Classroom rules are written together, creating a sense of ownership and belonging. "I strive to design a safe space where students feel comfortable making mistakes, asking for support, and understanding what they need."

Talking about it is one thing, but teaching students to advocate for themselves and each other takes time. "We read many books about people with learning differences. We discuss – and celebrate – differences. Students can grab a 'call a friend' popsicle stick when they need help. I try to eliminate any stigmas around making mistakes or asking for help."



BELONGING IS a two-way conversation.



When students feel like they belong, that's when they can see themselves as skillful students and in control of their own learning.

ANNA SIEGEL



"If a kid says, 'I am so bad at math.' Instead of reinforcing that negative thought, I reframe it. We'll talk about what was hard about the lesson and we brainstorm what would make math feel better."

As students begin to see themselves as learners, that's when we can really start **gec'ing**.

"A mantra at Carroll is 'we go as fast as we can, but as slow as necessary' and this is what makes Carroll shine above other schools," Anna shared.

"I recently planned a weeklong lesson on figurative language. The class struggled with the concept. So, we dove into more relatable lessons: searching for similes and metaphors in music and videos, creating simile/metaphor symbols about ourselves using art, etc. Having the time and permission to help students master a skill before moving on, that is why I love teaching at Carroll."

"Belonging isn't fitting in. It's accepting each other for who we are, including all our challenges and differences."

give each child what they need

About Me Metaphor & Simile Art Project

JULIA REEVES-KROFF

5th Grade Student

This project is all about me using similes and metaphors.

1

First, I painted my background with watercolors. I picked my favorite colors – pinks, purples, blues, and greens.

2

Then, I wrote similes and metaphors to describe myself. I like to cook and play basketball and soccer so I included statements about those things.

3

Finally, I put it all together with my photo in the center.

This project was so much fun – I got to make art and learn to write more descriptively.



"My brain is as big and long as the deep sea."

JULIA REEVES-KROFF

BELONGING IS being empowered to make your mark.



Spreading the maker culture beyond the A&I Center.

Carroll educators are encouraged to use the A&I Center resources for projects. Here are a few recent collaborations:

SCIENCE	3D-printed anatomical joints
HISTORY	Immigrant artifacts
COMMUNITY BUILDING	Ghana-inspired art stamps

Building a middle school makers' haven



JOSH MULREADY
Middle School Teacher

"I have this idea for my lightbox. It's a cylinder box with images of my family members etched around the wood frame and on top is a lighted acrylic portrait of my family at Thanksgiving." Let's do it, encourages Josh Mulready.

Middle School Makers teacher Josh Mulready embodies a "let's try it" attitude that permeates the Arts and Innovation (A&I) Center in Lincoln. Whether an idea for two popsicle sticks or a complex 3D printed object, students are encouraged to always try. "I tell students that their only limitation is how much they'll allow themselves to imagine," said Josh.



And imagine they do. You'll find kids at all hours of the day – before school, at lunch, after school – tinkering around the A&I Center working on class projects or just for fun ideas. Soapmaking, sewing, laser cutting, 3D printing, jewelry making – kids are discovering new interests, using unique tools, learning valuable STEM skills, helping one another, and unearthing a little bit of themselves. Josh explained, "When you give kids the ability to show who they are, they really flourish. That is belonging."

There will be mistakes, for sure. In fact, mistakes are celebrated. Josh often tells his students, "When you open yourself up to learn and then make an error, you're going to grow from that."

This approach of "dream endlessly, make mistakes, work together" is how Josh creates a maker culture that permeates the Middle School. "The Maker community mindset says that everyone has something to bring to this community. Some students may have great artistic abilities, others may excel in technology. Each of us brings something to the table and we're going to work together."



"My greatest motivator for the work I do here is hearing a student say, 'I didn't think I could do it, but I did.'

JOSH MULREADY

Familiar story, new spin

Helping 8th graders find themselves
in a classic narrative



NICOLE JONES

Language Arts Teacher,
Middle School

A child wizard journeys from under the stairs in the muggle world to Hogwarts where an epic battle ensues with Lord Voldemort. A young man leaves his family in Tatooine to become a Jedi fighter in the Rebellion army, taking on Darth Vader. So begin the epic tales of discovery, friendship, and bravery. This is the hero's journey.

Inspired by her prior work at an expeditionary learning school, Middle School educator Nicole Jones began concepting and designing a yearlong curriculum around the "hero's journey" literary genre in 2021, in partnership with co-teacher Tommy Cunningham. Nicole shared, "We wanted to design an immersive multisensory project that would help our 8th grade Language Focus Area (LFA) students understand the hero's journey – characters living ordinary lives that discover they can do extraordinary things in the face of adversity."



BELONGING IS **bravely discovering who I can be.**



"The hero's journey has such a strong parallel to our students. They are living in this ordinary school world but feel different from their peers. They set off on their journey to Carroll – where they meet mentors (educators) and friends, face many trials that they work hard to overcome, and then journey back to high school as a changed person."

To design the curriculum sequence, Nicole, with the help of many colleagues, started with the culminating assignment – interviewing and writing a narrative essay about a Carroll alumnus – and then crafted the learning needed to get there.

Interviewing alumni is when it got real for the students. Nicole shared, "Like the heroes in books and movies, Carroll alumni shared tales of discovery, friendship, and bravery. What an appropriate final project for our graduating 8th graders who are soon leaving this journey for their next adventure."



It's impactful for students to hear how our alumni, who are in higher education or careers that they love, continue to use the tools, especially advocacy, that they learned at Carroll.

NICOLE JONES

Curriculum Sequence

1. Introducing the genre; reviewing articles, videos, etc.
2. Reading "The Graveyard Book" by Neil Gaiman.
3. Writing and designing a graphic novel.
4. Interviewing Carroll alumni: writing questions and conducting interviews.
5. Taking interview transcripts and adding key ideas to a graphic organizer.
6. Selecting memorable quotes from the interview.
7. Writing and re-writing the alumni narrative story.
8. Designing an alumnus portrait story.
9. Presenting to peers, parents, and alumni.

Meet our alumni stars on the next page! →



Alvie Stoddard '13

Staff II Technology Risk Consultant, Ernst & Young

"My advice to graduating 8th graders is to find a balance between academics and something you enjoy."



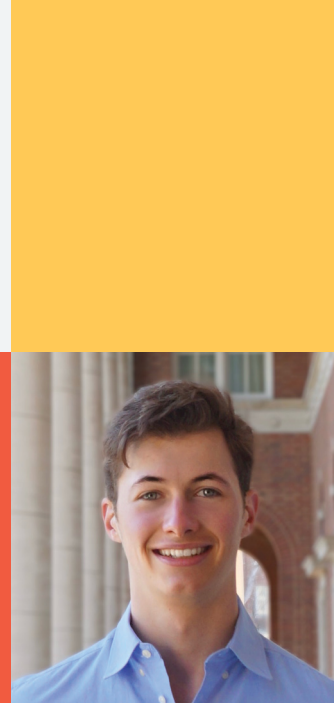
Zoe Norcross '04

Middle School Educator, Carroll School



Alumni Stars

of the Hero's Journey



Michael Finn-Henry '14

Founder & CEO (EndoShunt Medical, Inc.)
Professional Athlete (Training for 2024 Olympics in Speed Climbing)

"At Carroll, I learned how to overcome obstacles and solve problems. I started rock climbing (the sport of physically overcoming obstacles) in the Bounders program and now I'm training for the Olympics. I started engineering (the discipline of finding solutions to challenges) in the Fab Lab and now I'm running a device company saving hundreds of thousands of lives a year."



Jennie Greenhalgh '13

Sales, Oracle Software

"Carroll teachers believed in me and taught me to believe in myself. So many challenges I faced in life – transitioning to high school, etc. – were solved by trusting myself."



Rachel Suttin '16

Neonatal Nurse Practitioner Student at University of Pennsylvania

"My advice is embrace the support you get at Carroll and don't ever let dyslexia stop you from doing what you want. Dream big."



Jarrett Hurwitz '16

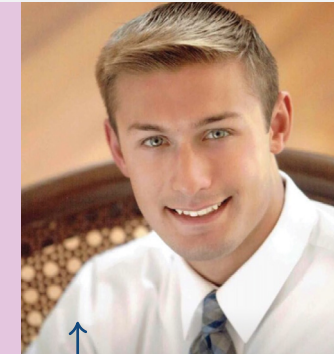
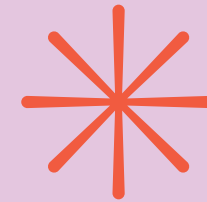
Real Estate Agent, Keller Williams Realty

"Carroll taught me how to be an outside the box thinker. Whether I was in science or tutoring, I would have to think differently about how to approach a project or break down a word."



Sophie Gadsden '14

Marketing Coordinator, Clarks



Mike Copacino '02

History Educator, Carroll School



Nick Antonellis '13

Fellow, McLean Hospital's 3East Program for Adolescents
Applying for Osteopathic Medical School

"At Carroll, I learned there are advantages to having dyslexia. My skill is empathizing with others, which helps in my work in healthcare."



Sonya Raab '09

Private Chef

"The real support came when I was chosen to tell my dyslexia story in the play, *Breaking Through*. I was among a dozen or so students who shared our experiences prior to Carroll – stories of bullying, being pulled out of class, etc. – which were scripted into a play, and performed at local schools. Educating others about dyslexia was incredibly meaningful to me."

Michael Murphy '13

Project Manager, New England Cooling Towers, Inc.



Gareth Randall '12

Development Associate, Tower School



Michaela Precourt '03

Educational Methow Program Manager, The Bush School

"Carroll taught me how to feel unstuck in challenging situations, to breathe through the adversity of situations. I learned how to approach problems with the mindset that every challenge has a solution; sometimes, it just requires a different perspective."



Talia Sisenwine '16

Account Executive



To our alumni who shared their stories with 8th grade students, thank you.



Alumni, share an update with Carroll!

The gradual transformation
of 9th graders from
self-doubt to self-advocacy

Learning Curve



Kate Collins

UPPER SCHOOL DIVISION HEAD



When students arrive at Carroll's Upper School, there is an underlying shared feeling that school is not for me. The root of the why is highly variable for each student; maybe they were diagnosed with dyslexia at an older age or they worked hard at school but gave up when little to no progress was achieved.

BELONGING IS a foundation from which you flourish.



Eva Boscolo

9TH GRADE STUDENT



I was diagnosed with dyslexia in the 3rd grade. In the American school I attended in Rome, I could go to a separate room and have extra time for my work but I wasn't getting what I needed, at all. I figured that I just wasn't great at school and that was that. My mom didn't give up on me; that's how she found Carroll.



The process of transforming students from spectators to star players takes time and dedication with their advisors.

KATE COLLINS



K: When students arrive at Carroll, our first priority is getting them to buy into learning. We start during the Admission interview. We tell students, "School until now has been a spectator sport, you've been watching your parents and teachers hash it out. That stops now. At Carroll, it's between you and your teachers. You are in charge."

We get to work on this the first day of school. Educators get to know the kids, their profiles, their challenges, their strengths. They set high expectations that are manageable. Everything we do here is purposeful and intentional. We will give each child what they need, they need to trust us first.

E: The first day was nerve wracking, being in a new school and not knowing anyone. It didn't take long for us to get to know one another. This community is like a woven basket – we are all individuals but we are connected. That's what belonging is to me, feeling safe and welcomed in a place that feels like home.



K: The runway to high school is short from when students start at the Upper School. Our work is to make sure they are ready for take-off. Our educators are simultaneously remediating areas of challenge while layering skills students will need to succeed in high school.

For example, students work on writing clear, logical, descriptive sentences while also reading multiple novels and historical texts and learning how to annotate content and take notes.

E: When I arrived at Carroll, I struggled with reading fluency and was very shy about reading out loud. I was in an Orton-Gillingham tutorial which helped me to practice with only my tutor, who was so supportive. She took the time to learn about me, even finding scary stories to read after learning that I liked that genre. She helped me gain confidence. In English this year, we take turns reading out loud but have the option to skip. I have not skipped once this year!

K: The process of transforming students from spectators to star players takes time and dedication with their advisors, who are there to help kids manage their work and track progress. Educators share so much feedback; every assignment is graded and handed back for review and reflection. Recently, I had a data meeting with a student who was struggling and wasn't trusting himself or the process. He had to see his growth to believe it.

E: At Carroll, you get what you need. You have relationships with your teachers; you can ask for help without feeling anxious. The classes are fun, the curriculum is awesome, and the Multis (especially art and makers) are really unique.

Read more about Multis on page 24

Q&A

A tutor's journey from dyslexia parent to Orton-Gillingham educator



DIANE HUTCHINSON
Tutor, Lower School

When her son was diagnosed with dyslexia, Diane Hutchinson felt helpless. "Here, I am with a master's in special education, a special education teaching license, and an elementary teaching license, yet I didn't know how to help him." Having heard about Carroll's reputation and its Orton-Gillingham courses through the Garside Institute for Teacher Training (GIFTT), Diane was eager to sign up.

"I did the yearlong Associate training and just fell in love with Carroll. I thought I'd go back to public school but, when it came down to it, I couldn't pass up the opportunity. My mentors, co-workers, the library – they are worth their weight in gold. In public school, I would've felt like a circle trying to fit into a square. Here at the Lower School, I can be the teacher I want to be."



How does Carroll help you be the teacher you want to be?

For many of the families I've worked with, there are struggles – sometimes outright failure – before coming to Carroll. Every adult here is sensitive to that lived experience. Carroll empowers me to give students the space they need and the time to build strong trusting relationships with students. I tell my students that I have high expectations for them but I will never hold them accountable for something that I haven't directly and explicitly taught them.

BELONGING IS teaching from experience.



“

To me, belonging is striving to be the best educator I can be every day for these kids. I owe it to them.

DIANE HUTCHINSON

What are ways that you “gec” (give each child what they most need)?

It really starts before I meet the child. I read everything – the neuropsychology reports, educational evaluations, IEPs. The most important to me is the parents' statement. They are the experts on their child – their strengths, what they enjoy doing, their unique personalities. I try to find some common ground to weave into our lessons.

If they crave movement, we'll go outside and use chalk on pavement or movement activities. I'll have my artistic friends shape letters with clay. One student loves sharks; all his work is on shark paper.



Describe a teaching moment that you are most proud of.

The best are when students have “a ha” moments. I have one student who likes to review his notebook at different points in the year. He is so proud to see progress in this visible way and we talk about the hard work he's done to overcome hurdles.

In tutoring, I am asking students to do really hard things – they have to think on their feet, feel ok making mistakes, explain their thinking. There's a real confidence that comes from the Orton-Gillingham approach.



Learn more about the Garside Institute for Teacher Training

Community Spotlight



STAFF SPOTLIGHT

Nicholas Kieler

Senior Accountant, Carroll
School's Business Office

How did you find your way to Carroll?

I was working at a CPA firm but considering switching from public to private and looking to grow my accounting skills in other industries. I was researching organizations in the service industry when I was introduced to Carroll. A big part of the draw was its mission and the impact it has on the families who come here. Coming to Carroll, I felt like I'd be part of something good.

What does a senior accountant do?

I manage accounts receivables – tuition, donations, and other monies that come into Carroll. I do accounts payable – making sure the electricity stays running, the water is flowing, and school supplies and materials make it into the classrooms. I also audit our accounts to make sure money is allocated appropriately and that we're in legal compliance with things like financial assistance.



For me, **belonging is being able to bring my skills, my perspective, and my lived experiences to the work I do at Carroll. I have skills that are unique to me, as do others who come here. Carroll respects that, it frees people up to focus on what they do best.**

What do you enjoy about working at Carroll?

The Carroll community is great. I work with a lot of people – teachers, facilities, tech, school leaders – and there is a genuine sense of caring and helpfulness across every department. My manager, Deb McCarthy, is a brilliant accountant and mentor who I learn so much from.

I appreciate that the school has a DEI focus. Different from my previous positions, I work with a diverse group of people and a lot of powerful women. And, I have the freedom to use my skills and adapt my work based on my lived experiences, which is a cornerstone of Carroll's mission.

Aside from your day-to-day, how do you connect with the school program?

I started a Dungeon and Dragons lunch club at the Upper School as a way to engage with the students. D&D is great for lateral thinkers – those who solve problems through an indirect and creative approach. It's a perfect fit for Carroll students.



GRADUATE INTERN SPOTLIGHT

Maddy Aswad

The Angela Wilkins Program of
Graduate Studies in Education



The training I am getting in this master's program is unlike any other. It's hard work but every experience is meaningful and every person at Carroll is here to help.

BELONGING IS thriving at work.

What led you to the master's program at Carroll?

My younger sister [Lucy Aswad '21] attended Carroll School from 2nd through 8th grade so I got to see how much she loved the school and watch the progress she made. Her transformation from a struggling 1st grader to a confident 8th grader inspired me to want to become a teacher who helps children with dyslexia gain the skills they need to succeed. Starting in high school and throughout college, this was my end goal – to get my master's in special education at Carroll. Here I am.

What do you enjoy about being a graduate intern at Carroll?

My undergraduate student teaching experiences weren't very meaningful. There was little connection between me and the classroom teachers. Here, I walked into a welcoming community where everyone is willing to share their knowledge and skills. I am learning so much background, context, and strategies for teaching through the graduate studies courses, and then I get to apply them in the classroom alongside a supportive mentor teacher.

The best part is my relationships with the students and being part of their "a-ha" moments. Just this morning in math, the kids were struggling with multiplication, saying "This is so hard. We can't do it." After guiding them through some strategies, I hear their joyful "This is so easy!" This is why I'm here.

What does belonging mean to you?

Belonging is a place where there is a support system – peers and teachers who will help you get what you need. It's knowing that even when you're struggling, there will be people to help. Carroll School and the master's program is so supportive. Each morning, my peers and I bounce ideas off each other, ask questions about lessons, and share what we've learned. When I was nervous about my recent classroom "takeover" – becoming the lead teacher for a week – my mentor teacher was completely there for me; debriefing each day and helping me to adjust my lessons.



Learn more about the
master's program

BELONGING IS leading with mission and passion.



A fond farewell to Lower School Division Head, Sue Kingman



**STACEY
DANIELS**
Chief Enrollment
and Financial
Assistance Officer

Leading with vision and compassion.
Creating a culture of kindness and empathy.
Mentoring with expertise and open-heartedness.

These are the traits which Sue Kingman will be celebrated when she retires at the end of the 2022-23 school year. In her 23 years at Carroll, Sue Kingman has served this community as Director of Admission, Director of Secondary School Advising, and as the visionary Division Head of the Lower School. Under Sue's leadership, the Lower School move from Lincoln to Waltham went seamlessly – and she even had the campus entirely ready in two short months. Rumor has it that the paint was just dry as students arrived for the first day of school.

She has led the Lower School with remarkable stamina and provided a steady and welcoming presence as the community grew by more than 25%. During the COVID-19 pandemic, Sue was on camera or in the building 12+ hours a day for months on end, at times working seven days a week. Few of us could keep up! This period highlighted Sue's unbelievable capacity for flexible thinking and her incredible interpersonal skills.

Sue, we will miss your intelligent, compassionate, and wise voice.
And your wonderful sense of humor.



"Sue ALWAYS has a thoughtful insight when we are working together to solve a problem. She has shared her wisdom, as an experienced school leader, with me on numerous occasions."

JUDI SELDIN
Assistant Head of School



"Sue has the ability to bring calm, reason, and hope to all members of our school community when we find ourselves in the inevitable stressful situations that occur. In ordinary circumstances, when a day runs smoothly, she is a friendly face who strives to expand the connections she has made with all whom she encounters."

GIAN CRISCITIELLO
5th Grade Math Teacher



"When we hear the word 'Superhero,' Sue Kingman comes to mind. Sue has shown genuine altruism, dedication, and commitment to making Carroll School remarkable."

LIZ KUZMICZ
Lower School
Administrative Assistant



Share a message
for Sue!

Data Deep-Dive

How data guides teaching, learning, and individual success at Carroll



ALLISON WEST
Middle School
Division Head

“We are data obsessed at Carroll,” says Allison West, Middle School Division Head. “It is a constant thread in the conversations among our teaching teams.”

From the moment a student applies to the moment they graduate, student performance data are foundational to a Carroll education. A robust set of data informs how students are grouped academically so children with similar learning profiles are working together and feeling appropriately challenged.

“We have one type of learner – students with language-based learning differences – but each one presents in a different way,” explains Allison West. “Tracking students’ data allows us to look for trends

and patterns so we can better understand the relationship between their cognitive and academic profile, determine where certain skills are lagging, and intervene effectively.”

As Upper School Assistant Division Head Andrew Nimmer emphasizes, data can also shine a necessary spotlight on where kids are making progress – to help students advocate for themselves, capitalize on their strengths, and celebrate victories.

BELONGING IS

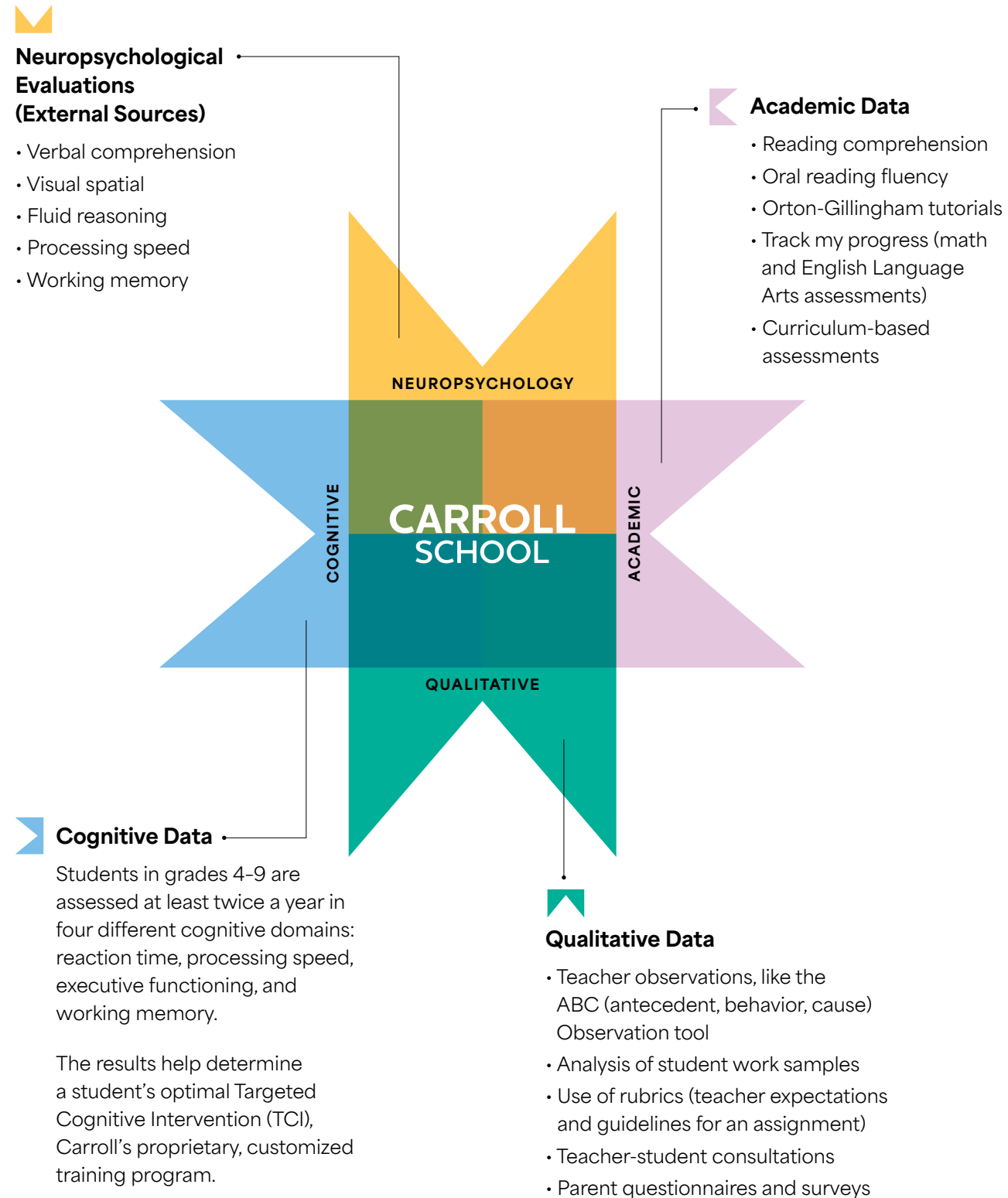
being understood on every level.



“We educate students about data and their own learning profile. It’s invaluable for them to be able to go through school with a knowledge of how their brain works.”

LOUISA FRENCH
Lead Education Analyst

What types of student data does Carroll use?

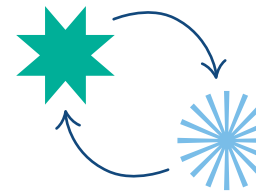


How are the data sets used?



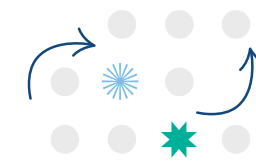
Data Analysis

Happening prior to the start of the school year, "data analysis" is when Carroll teaching teams gather to generate an action plan for the year ahead and is informed by data-driven insights into each student's strengths, weaknesses, and learning gaps.



Parent Teacher Conferences

Occurring four times a year, conferences are an opportunity for advisors to share student data from the school year with parents and caregivers.



Parent Data Meetings

Can be requested anytime, data meetings allow parents to review their child's data longitudinally, across grades, not simply for a given school year.



Daily Individualized Curriculum

At the core of Carroll's approach is the ability of educators to design and adapt activities and projects to meet the needs of their students on any given day.

Building trust through the art of play and Carroll Multis



JULIE SIFTAR
Art Teacher,
Lower School

Many students arrive at Carroll School nervous about education, having had experiences that did not feel good to them. They carry a lot of apprehension as they work to heal their confidence. In Multis, they can shed that worry and expand to their limits.

I studied art education in college and one thing I recall vividly is the idea that when you're playing, you are operating at your highest, most creative level. There are no boxes around play, anything is possible. When students come to play in Multis – art, gym, Bounders, theater, music, PE – they can be expansive, unrestrained, creative. Carroll's Multis really celebrate that.



We recently did this really fun project in art where we picked symbol stamps and used them to highlight a favorite word. I chose 'peace' which is how I feel in art class; it's very calming.

ASHA CHHABRA
5th Grade Student



WILL CLOSE '11
Bounders Teacher,
Middle & Upper School

To belong, you have to have trust in your peers and your abilities. The Bounders forest is a dynamic and complex system, a fitting space to guide students to trust themselves, trust their peers, and trust the forest. It's a process.

Many kids come to Carroll feeling uncomfortable outside, in nature. Our first goal is to create a warm, welcoming space in the yurt and Bounders Woods. We design forest games where students experience fun, but there's an intentionality to this. While playing, they are interacting with nature – looking at the sky, touching a 300 year old tree, listening to birds.

As comfort outside builds, we invite students to expand their boundaries through skills such as climbing, woodworking, fire building. There's a confidence that comes from confronting fears and achieving what you set out to do.



As an alumnus, I can speak from experience that the Bounders program is transformative — the trust and confidence that was once lost is found again here.

WILL CLOSE '11



SHEA SCHATELL
Performing Arts Teacher,
Middle & Upper School

Learning the values of being comfortably confident and thinking with an open mind are paramount to the Multis approach. Whether acting out an improv sketch, battling at badminton, belaying a friend up the climbing wall, sculpting a scuba diver, or soldering a lighting circuit, students are constantly exploring new interests, often uncovering talents, in a supportive and collaborative environment.

Trying new things, taking risks, exploring identities – these are all directly tied to self-esteem, confidence, and a growth mindset. And when students find success together, they feel a sense of joy and belonging.

Belonging is an open door. It's a place where you are seen, supported, and can openly express your interests and self. So when I ask my improv students to "now, act like a dog who can suddenly speak," my hope is that they have the courage, confidence, and willingness to give it a shot.

Belonging is where I learn best.



4TH GRADE
Math



7TH GRADE
Chemistry



9TH GRADE
Physics



3RD GRADE
Whaling Town



8TH GRADE
Biology



9TH GRADE
History



5TH GRADE
Birdhouses



7TH GRADE
Focus Area



UPPER SCHOOL
Rock Climbing



4TH GRADE
Science



UPPER SCHOOL
Diwali



8TH GRADE
History



LOWER SCHOOL
MLK Day



UPPER SCHOOL
Pets and People



MIDDLE SCHOOL
Diversity Conference

1. Students create arrays on the sidewalk with chalk to demonstrate multiplication.

2. Students use gummy bears to demonstrate atoms of different elements.

3. Students created a pendulum with paint and tested wavelengths at various speeds.

4. In small groups, the 3rd grade transforms their classrooms into a real, living Whaling Town community.

5. Students created heart models using different media and then got to investigate real pig hearts.

6. Students made Paleolithic stone tools using the flint napping technique.

7. A treasured tradition, 5th graders made and sold birdhouses as part of their Gatehouse Birdhouse Company.

8. Students learned about how the different areas of the brain are activated during an O-G tutoring lesson.

9. Students learned about taking risks, persevering, and supporting each other in the revival of this Upper School tradition.

10. Students took on STEM building challenges using Rigamajig, a large-scale building toy.

11. Students interviewed immigrants and made artifacts in the Arts and Innovation Center that represented that individual.

12. Students engaged in conversations about Diwali and created Rangoli art as a symbol of good luck and prosperity.

13. Alongside 6th graders, Lower School students made blankets and pillows for local homeless shelters for a MLK Day of Service.

14. Students participated in the AISNE Middle School Student Diversity Conference at Shady Hill School.

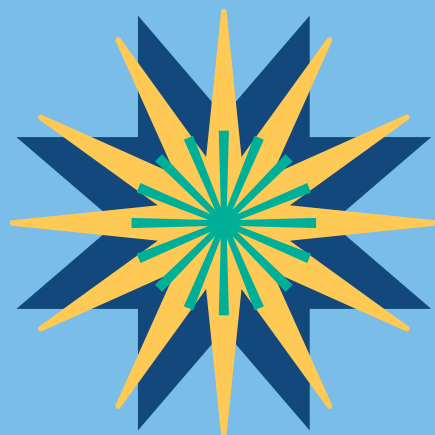
15. Students learned about therapy dogs from the Pets and People Foundation.

Follow us on Instagram and discover more stories of [Belonging@Carroll](#).



BELONGING IS

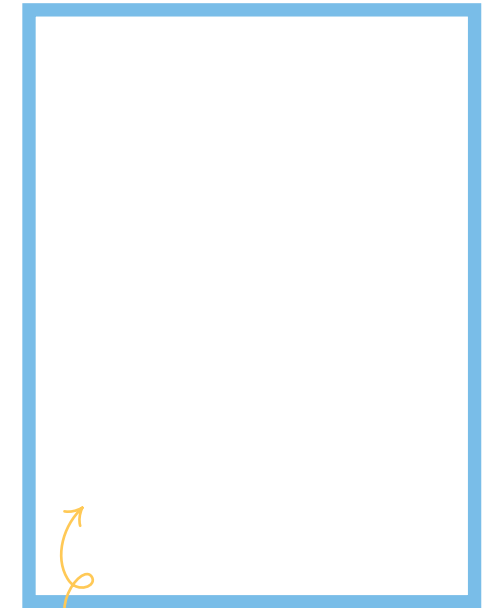
CARROLL



Silly Fill-Ins

Fill in the blanks to put your own creative twist on the story below, then share what you come up with.

HI, MY NAME IS:



Add an author portrait

At Carroll, it doesn't matter if your hair is _____ or you ride
(color)
a _____ to school. Here, belonging is about more
(your favorite vehicle)
than having the same _____. We bond through common
(kind of clothing)
experiences with dyslexia and a love of _____, and learn
(favorite food)
from our differences – I'm a fan of _____ and my friends
(musician)
all like _____. We share memories, like that one time at
(another musician)
_____, and we are a community, just like _____.
(favorite Carroll tradition) (animal that lives in a group)
School can be _____ sometimes, but I always know
(adjective)

I belong at Carroll School.



Take a picture of your story and share it here!





45 Waltham Road
Wayland, MA 01778

Belonging begins with each of us.



The power of belonging is transformative. From their safe harbor, students are free to take risks, build trust, and make deep connections – with educators, academics, peers, experiences – that stay with them throughout their lifetime.



Invest in the
transformation.
Make a gift today!