

Connection

CARROLL SCHOOL MAGAZINE / 2024-2025 The Transformation Issue

Who will you
BEcome?

At Carroll, every pathway is paved with possibilities. Because when you belong, you can be anything.

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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.

CARROLL

A letter from our Head of School

The beauty of becoming who we're meant to be.

At Carroll, we know that belonging is linked to our differences. Research tells us that when students feel like they belong, they take more academic risks, lean into challenges, embrace rigor, and build stronger relationships.

All of this leads to an opportunity to explore and shape their infinite potential to be.

Recently, I spent time with second graders engaged in a science lesson creating natural habitats using Lego bricks. Students made rainforests, deserts, and mountains. One student created a habitat I could not recognize, so I prompted: *Tell me more about your habitat.* They went on to show me the reef, rocks, shells, and animals, and clearly explained that I needed to view the aquatic habitat from above (using a bird's eye view). Their hand hovered about four inches about the Lego set-up and said: *Imagine this is the water level and you are viewing this habitat looking down through the water.* Immediately, I could see their perspective and exclaimed: *I can see it!* The student beamed, and other students hovered over to view the habitat.

Examples like these abound at Carroll and constantly reaffirm: We embrace thinking differently.

This drives our school culture and environment—what students feel, see, and hear. Stronger academic outcomes are deeply connected to a sense of belonging.



In this issue, you will learn more about members of our school community whose sense of belonging led them to:

- BE** a scientist
- BE** an advocate
- BE** a problem solver
- BE** a brain changer
- BE** an entrepreneur

Throughout these pages, you will see the potential of a Carroll School experience at work for students and their families. Through coaching and guiding, our students experience a transformation as they become who they are meant to be.

A handwritten signature in black ink that reads "Renée".

DR. RENÉE GREENFIELD

Carroll



...courageous, empowered, proud, and above all happy. Carroll School has given our daughter an opportunity to embrace her individuality while experiencing an important sense of belonging.

THE SPAR FAMILY
Lower School



...a scholar who can use reading, writing, and math as tools of freedom—utilizing academic life to have a larger life of his own design.

SHRADHA PATEL
Lower School Parent

students

...a self-advocate and captain of his educational journey. Seventh grade has also taught our son that to be a successful learner doesn't mean you have to be the fastest. Speed doesn't win the race...knowing how you learn does.

THE RENYI FAMILY
Middle School



...a better person, a kinder and nicer kid, too. At the Lower School, we learn about ERIK. I have learned Empathy, Respect, Inclusion and Kindness.

NAREN E. PATEL
Lower School Student

helps



...more intellectually curious, emboldened, and fully embracing his leadership skills. Nick is thriving at Carroll and becoming the successful and self-assured young man that we always knew he could be.

THE ST. LOUIS FAMILY
Upper School

...exactly who she is supposed to be without limitations.

THE CONOVER FAMILY
Middle School



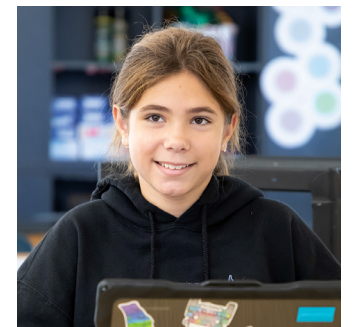
...his true self, expressing his strengths in an environment that receives him with open arms.

MELISSA SIMMONS
Lower School Parent



...the student that we always believed she could be.

THE JOHNSON FAMILY
Middle School



...confident in her differences—seeing them as a source of strength to be who she wants to be.

THE ELVERUM FAMILY
Middle School

BE



BE an inventor.



KELLY SAMPAR
5th Grade
Science Educator,
Lower School



Ingenuity, duct tape, and embracing our mistakes

Strewn across tables in Ms. Sampar’s fifth grade science classroom is a medley of injured stuffed animals: a dolphin with a missing flipper, a stingray with a broken barb, a goat with a hole in its head. This is not the “Island of Misfit Toys” but rather a science project that will have students learning about the anatomy of animals, prototyping a prosthetic solution, working collaboratively, and making mistakes—lots of mistakes.*

The curriculum was inspired by a memorable workshop Kelly Sampar attended about animal adaptations. “The instructor shared real-life stories of animals saved by prosthetics. One story—Allison, the sea turtle who lost 3 of her 4 flippers from a predator attack—really stood out to me,” she recalls. “Allison was the first sea turtle to be fashioned with prosthetics allowing her to swim. Most remarkable was where the idea originated—not from a marine biologist or animal expert—rather from a paddler inspired by boat rudders.”

Back in the classroom, she introduced students to real-life injured animal stories, asking them to research and design their own solutions while documenting the process along the way.

Let’s see how it went ...

* Carroll teachers normalize mistakes—and even create opportunities for them to happen—to teach critical thinking and innovative problem solving.



Tell us a bit about your animal.

This is Bella (real name Beau, we renamed her). She is a goat that was born with a hole in her skull.

What was your solution?

When researching goats, we learned that young goats butt heads in play. With an open wound, Bella’s brain could get hurt, so we made this covering to be sturdy and soft over the wound. It also had to be removable to keep the wound clean, so we designed a way to fasten the cap to the goat’s head.

Did you make any mistakes?

We made lots of mistakes trying to get the right size. First, we took measurements and tried to draw it. Then, we actually put the paper on the goat and sketched it out. Finally, we just used our eyes to see how big it was. We ended up with five different sizes until we got it right.

What did you like about the project?

ELSA: I liked that I could use all my ideas to actually help something.

MAEVE: I like that we had to plan it, draw it, and make it. That was helpful for how I learn.



ELSA
DIGIUSTO



MAEVE
GANNON



Tell us a bit about your animal.

This is Jared, a duck who was hit by a car and has a missing leg and foot.

What was your solution?

Because the duck needs its leg and foot to swim, we had to find something that was sturdy and flexible. We were fidgeting around with some metal wire. It’s bendable and flexible so we shaped that into a webbed foot and put fabric over it.

Did you make mistakes?

To attach the leg to the duck’s body, we originally thought of creating something like a cap. It worked at first but it fell off when you shook it too much. We then tried to attach it with medical tape but it was too thick. We eventually used duct tape (no pun intended!). We learned a lot about compromising and talking.

What did you like about the project?

DREW: It works for kids with dyslexia. I think all of us here have a bunch of things running through our heads—ideas and inventions. It was fun to take those ideas and build something from scratch.

NICK: Yeah, I definitely agree with that.



NICK
SCIALABBA



DREW
RUSHMORE

BE true to yourself.

Embodying Authenticity

A Middle School Roundtable

THE PANEL



LONDON BENT
Grade 6



MATTHEW FAIRFAX
Grade 8



ANTHONEY THOMPSON
Grade 6



NADLINE VITAL
Grade 8



OSA OSAGIE
Director of Equity and Inclusion

This winter, a group from Carroll's Middle School attended the AISNE Middle School Diversity, Equity, and Inclusion Conference—an event that lifts up the voices and experiences of student identities often marginalized in independent schools.

Director of Equity and Inclusion Osa Osagie, who has taken students to the conference for the past seven years, shares, "I see this as a wonderful opportunity for students to explore their own lived experiences, wrestle with real world conversations, bridge connections, draw on their individual and collective strengths, and have fun." Here's what some of those students reflected on afterward.

The keynote speaker, Mariana Atencio, spoke about embracing the power of being real. What did you take away from that?

NADLINE: She was talking about how to embrace your authenticity. She shared a story about how she posted on Instagram looking like she was at a New Year's party, but she was actually at home. When her followers found out, they were calling her out and stopped following her. So she was talking about how you should embrace yourself and show the real you, rather than trying to be this person that you're not.

ANTHONEY: You have to make connections in this world. If you don't have a trustworthy persona then not as many people will want to be near you, because they won't know if you're telling the truth. It's like the boy who cried wolf.

After the keynote, there were a variety of sessions that you could choose to attend. Can you share a memorable session and what made it stand out?

MATTHEW: I liked the affinity group. My brother and I are adopted and we grew up in a white family and community. I rarely am in a space where so many people look like me, except for the Ethiopian summer camp my brother and I attend.

ANTHONEY: I went to a session on cyberbullying and texting, how you can prevent it, stop it, and stick up for other people. [Afterward], I was in a game and someone was getting cyberbullied and I told them to block the bully and report them to the game makers, because that's what I learned at the conference.

LONDON: I went to a Latino, Latina, Latinx session. I know a lot about being African American but I don't know a lot about being a Latina. My mom is from the Dominican Republic. I don't speak Spanish, only English. So I really wanted to have a connection with my family and learn more about being Hispanic and about the culture.

Are you glad that you went to the conference?

NADLINE: It was really nice seeing everyone happy and I felt happy as well. You could take a lot away from the two speakers that came and the workshops were nice as well. You could connect with the person next to you or have the same experiences as the people in your group.

LONDON: I enjoyed my experience there because I really liked talking to people who were like me. That was fun and everyone was nice.

MATTHEW: I really liked meeting kids with my background in the affinity group.



Learn more about our commitment to diversity, equity, and inclusion.



BE a brain-changer.

The Power of Neuroplasticity

In teacher team meetings, at parent-teacher conferences, and in Renée's office as she talks to research partners, one word comes up repeatedly: neuroplasticity. Everyone is talking about how Carroll School changes brains and transforms students' lives. *But how?*

The bedrock of a Carroll education is a robust structured literacy approach layered with programs and supports that educate the whole child. Samuel Orton and Anna Gillingham—creators of the OG approach—have long substantiated that reading is a linguistic task that can be taught. At Carroll, we do that very successfully—but that's not the whole story.

More recent work by neuroscientists and fMRI brain scanning technology has shown that reading also requires many non-linguistic cognitive skills, such as rapid decision-making, reaction time, processing speed, executive function, and working memory. For students with dyslexia, strengthening these underlying cognitive skills builds the capacity for structured literacy to have a greater impact.

Targeted Cognitive Intervention (TCI) is doing just that. TCI uncovers students' cognitive weaknesses and assigns an individualized series of activities to strengthen the core cognitive skills—the same skills that stand in the way of efficient reading.



What is Targeted Cognitive Intervention (TCI)?

An education practice that helps educators identify and overcome brain-based obstacles to learning to read.

Report

Robust reports empower educators to design data-inspired instruction and individualized curriculum for each student.

Analyze

Cognitive and academic outcomes are evaluated.

Monitor

Educators monitor progress in real-time: evaluating, tracking trajectories, and coaching students.

Profile

A baseline student cognitive profile (with 160+ data points) is generated to support individual learning needs.

Assign

Individualized cognitive curriculum is assigned based on student's areas of greatest need and projected improvements.

Deliver

Student works through each session's intervention activity.

TCI

What impact are we seeing?

A 10-year longitudinal study at Carroll School reveals that students are making faster than expected annual progress in oral reading fluency (a key indicator of reading mastery) when TCI is added to their individualized learning plans. This is significant because those who struggle to learn to read typically fall further and further behind rather than progress.

Why does this matter?

Carroll School is deeply committed to empowering students with what they most need to thrive, now and in the future. Our interventions and innovation strengthen the neural pathways that cultivate strong readers and lifelong learners. **We are changing brains and transforming outcomes.**



Learn how TCI helps students make faster progress in reading.

Q & A



JEN AMOS
Speech Language
Pathologist,
Lower School

BE a confident conversationalist – and humorist.

Unlocking the social skills behind telling a good joke

How do you make a tissue dance? *

If you know the answer, you also know this is the start of a groan-worthy joke that will make most kids giggle.

If you are Jen Amos, Lower School Speech Language Pathologist (SLP), this is a lesson in social pragmatics.

What is social pragmatics?

Social pragmatics is a lens of social communication that goes beyond language; it's being mindful of who you're talking to, considering words, face, tone of voice, and body language, and then integrating all of the pieces together. A good social communicator connects with other people to engage, to play, to tell a story, or to share a joke.

What does it look like for Carroll kids?

Integrating a lot of language-based information can be a challenge for our students. It requires executive function skills, language skills, keeping track of a lot of things happening quickly, considering group dynamics, filtering many people talking simultaneously, and waiting your turn. That's a lot of things for children to keep track of at once, especially for students who have dyslexia or ADHD.

How do you address this in your SLP practice at Carroll?

What I appreciate about teaching at Carroll is that I'm most often in the classroom working closely with teachers, doing diagnostic observations of students, modifying content, and applying skill building tactics, right in the moment. This is so important for practicing social pragmatics. When we're working on a skill such as taking turns, it is most beneficial to practice in real time. In a pull-out model—teaching the skill outside the classroom in a controlled environment—it's difficult to find that zone of proximal development. It's in the meaningful moments when skills are developed.

Why jokes?

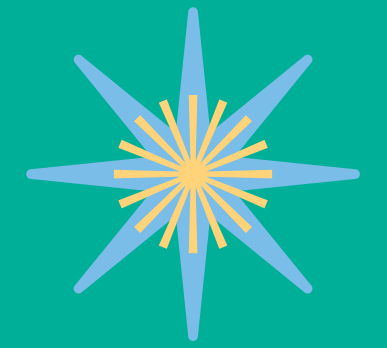
There is a lot of social pragmatics in telling jokes. First knowing what other people are going to think is funny. Many times jokes rely on puns or multiple meaning words—higher level language skills. Timing and tone can make or break a joke. Then there's consideration of the situation—is telling a joke while my teacher is giving directions a great time or is recess a better time for that?

How does your role help Carroll meet its mission?

I got into this work to help smart, capable kids obtain the communication skills they need to access what's happening in the classroom. Language should never be a barrier to education.



* Answer: Put a little boogie in it.



The SLP Role at Carroll

Speech Language Pathologists (SLPs) support students who are struggling with different aspects of speech and language such as comprehension, ability to express their thinking, social communication, executive functioning, and self-advocacy skills.

AT CARROLL, SLPs CAN BE FOUND:

- 1 Collaborating with teachers and tutors to understand a student's profile
- 2 Reviewing data and performing diagnostic observations
- 3 Providing skill-building tactics with students
- 4 Fine-tuning curriculum based on students' literacy, learning, and language needs
- 5 Working closely with families to ensure a complete understanding of a student's profile and progress over time

BE a part of something bigger.

Community Spotlight



STAFF SPOTLIGHT

Erika Barros

Admissions Associate

FUN FACT

I love waking up at 4:00 a.m. and driving an hour to go to the beach to watch the sunrise.

How did your path lead to Carroll?

I worked at a daycare, which was great when my children were little. Once they started school, I needed a less stressful position. I applied to over 40 positions before joining Carroll. I'm dyslexic and struggled in school. As I learned more about Carroll during the interview, I knew this was the place for me.

My favorite part of my previous job was touring families and interacting with kids. In my role at Carroll, I get the best of both worlds—leading tours, interacting with kids, and doing the administrative work I enjoy.

What does an Admissions Associate do?

I support the Admissions team in many ways, from managing contracts for new students to setting up prospective student visits for the Lower School (more than 150 visits last year!). I am the “go-to” person for admissions questions, taking in all the applications and working closely with prospective families to help them complete the application.

What do you love about your work?

I love advocating for students who really need Carroll. I was raised by a single mom in a middle class suburb. When I see dyslexic kids like me who are struggling, I want them to have the access that I didn't have. Seeing these kids a year later smiling and laughing as they walk down the halls, that's awesome.

What motivates you to come to work every day?

It's such a great community. Everybody is so kind and helpful, everyone's just there for you. And, mostly, I love working with kids—the education field is where I belong.



These students come from schools that have failed them and their families are not sure how they will make Carroll work. So I fight for them.”



FUN FACT

I've performed in over 300 performances as an actor.



GRADUATE INTERN SPOTLIGHT

Trinidad Ramkisson

The Angela Wilkins Program of Graduate Studies in Education



COMPASS FELLOWSHIP

Provides an opportunity for educators from historically marginalized communities to obtain a collaborative master's degree and licensure in Moderate Disabilities PreK-8 and 5-12 with Lesley University, including Orton-Gillingham training and certification

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

I was working as a theater teacher when I heard about the **Compass Fellowship** in an email group for educators of color. There are a lot of students with different abilities who thrive in the arts.

I wanted to learn the intervention skills to help them with reading scripts while shoring up my overall teaching competencies. Finding Carroll's master's program had all that, plus the residency that would give me hands-on experiences to practice what I was learning.

How have you benefited from the graduate program and residency model?

I like being able to take what I'm learning in the master's program and immediately apply it in the Carroll classroom. That is invaluable in my development as an educator.

Also, the Orton-Gillingham training is an amazing benefit. Everything builds off of literacy, so having solid literacy intervention skills is rewarding both in the context of education and as a tool that I can use to help people I care about.

Has the way you think about education changed?

In the program, I gained an understanding of neuroplasticity. Understanding how the mind can grow and how you can create neural pathways by using multisensory teaching methods makes me think differently about how to educate.

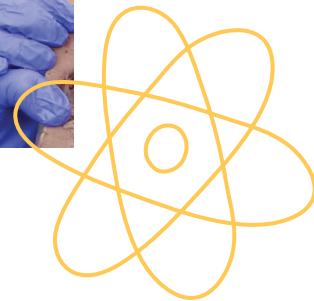
How is the master's program at Carroll helping you become who you want to be?

I firmly believe that you can't achieve what you don't see. The fact that I get to be around educators embodying and practicing the very principles and philosophies that I'm learning about in school is something that is helping me become the educator that I want to be.

BE experimental.



MEGAN SAUNDERS
Science
Department Head,
Middle School



Raising the Next Generation of Scientists



I'm not a math person.
I'm not a reader.
I'm not artistic.
I'm definitely not a science person.

What would the world look like if we challenged the negative self-talk and stereotypes students place on themselves?

At Carroll, the Middle School Science team is determined to find out—to help every student see themselves as global thinkers and problem-solvers, prepared for an ever-changing world. Science at Carroll is inquiry-based, hands-on, kinesthetic, multisensory, and makes real world connections. We want all students to see themselves as scientists of the world, identifying and solving tangible problems in everything they're learning.

To ignite their interest, we talk about why a learning concept is important to understand and encourage students to be curious, think critically, and explore through labs and peer work, and to share their findings through lab reports, presentations, and demonstrations.

This work doesn't happen in a silo. Our science educators incorporate the practice of claim/evidence/reasoning—a model used in ELA and history—into the science curriculum. ELA and tutoring work with vocabulary words from the science classroom. We use math problem solving skills and graphing to manipulate real-world science data. We also incorporate different perspectives, cultures, and lived experiences into science classes.



Underlying all this is how our educators nurture a culture of belonging, confidence, and safe risk-taking. We want students to believe in themselves, see others' perspectives, and be empathetic human beings, capable of working together to problem solve.

From day one and weaved throughout the year, we build these foundational skills to open students up to fully engaging in our robust science curricula.

Using this whole child approach to science education, it's our hope for students to recognize their strengths as creative and capable learners who have the gift of thinking differently and who can confidently say,

"I am a science person."

I am a scientist.

This project is inspired by the organization of the same name. Its mission is to introduce scientists of all races, religions, sexes, and gender identities to the world.

Students use the organization's website to research profiled scientists, learn what they do in the STEM world—often discovering jobs they never knew existed—and make connections with some of their interests and hobbies. Then, students create their own *I Am a Scientist* profile.

BE a work in progress.

GROWTH SPURT

Four years after graduating from Carroll, Shea Booth '20—who attended the Upper School from mid-8th grade through 9th grade—and his mom, Dr. Mary Kate McGowan, reflect on his short but transformative time at the school.



SHEA BOOTH
Carroll School
Alumni



**DR. MARY KATE
MCGOWAN**
Shea's Mom

S: Right now I'm taking a gap year. I'm considering an entrepreneurial path, so I'm working for a company selling solar panels door-to-door to learn sales skills. The summer before last, I started my own business helping people get rid of their couches, refurbishing, and reselling them. I was the couch guy.

MK: You rented a storage unit and kept track of your time, mileage, and costs. You had a whole spreadsheet. Your ADHD gives you the ability to hyper-focus, and you have channeled that focus.

S: I don't think it's a coincidence that so many dyslexic people are entrepreneurs. When you grow up dyslexic you learn to think outside the box, you find creative solutions, you take risks. My entrepreneurial interest was there before Carroll, but getting my self-esteem back allowed me to use it. Without confidence, taking risks is extremely difficult.



MK: I noticed how your lack of self-confidence affected your ability to work hard at something, your comfort around peers, and your interest in athletics. All of that came back when you got to Carroll.

S: And when I got to high school [St. Andrews School in Barrington, Rhode Island], I was more socially inclined because I felt more confident. I gradually needed less and less academic support. I was using my skills. I had made it a habit to shut down and not pay attention in school. It was self-protection from failure. But Carroll brought back my respect and trust for teachers.

MK: I feel like I got my son back at Carroll. You were this enthusiastic, happy, "I can do anything" kid and then all of a sudden you weren't. I thought you had just grown up, but then you got to Carroll and it all came back. If you hadn't gone to Carroll, where do you think you'd be?

S: I would have either ended up in jail or with extreme achievement. I don't think there would have been an in-between. Carroll saved my life.

MK: You look at kids with untreated ADHD and dyslexia and the statistics of underemployment, mental illness, incarceration, and self-medication are high. You really loved and appreciated Carroll.

S: Yeah. Carroll doesn't just do one thing right. They do a million things right.

MK: You learned how your brain works at Carroll, and that's a very empowering thing to know.

S: I think having dyslexia allowed me to take a step back and figure out what I want. If I didn't have the experiences in school that I had, I would probably be on autopilot, feeling like college is the next step. But now I can really look at the benefits of different paths, and college is up in the air.



MK: I'm excited about how happy, motivated, and confident you are. I'm not 100% comfortable with no college, but you're up early and at the gym, you're making your sales numbers, working long hours, and you have plans for the future.

S: I'm enjoying the path I'm on now. It fits more congruently with what I want. And it's going to be exciting to eventually start my own business, build something I'm proud of. It feels like things are going in the right direction.

EXCERPT

Shea's College Application Essay

What happened next saved my life: the Carroll School, a school specifically for dyslexics. In the middle of eighth grade I arrived. The school focused on what I hated most: reading and writing. It was hard, and I struggled. I had never worked so hard in my life but it had never been so worth it. My time at Carroll rewired my brain; it strengthened my cognitive weaknesses; it made me an effective learning machine. Fortunately for me, Carroll is all about neuroplasticity. Those few months completely changed my life; it changed my brain, my mental health, and my performance. I owe so much to Carroll and I am forever grateful.

ALUMNI

Did you write about Carroll in a college application? We'd love to read it.

Email essays to mmcnulty@carrollschool.org



“...be a lifelong learner (and an attorney).”

GREG O'BRIEN '99
Carroll School Trustee
Senior Corporate Counsel
DraftKings



“...be more confident in my skills.”

TREVOR YANDOW '13
Software Engineer
Optum



“...build the confidence to succeed in the classroom when entering high school and carrying over into college.”

JAMES MURPHY '07
Director of Leasing
Cushman & Wakefield

“...become a confident and driven learner. Carroll provided me the tools to pursue my passion and dream of becoming a psychologist focused on helping children with dyslexia.”

ELINE LAURENT '14
Clinical Research Coordinator
Massachusetts General Hospital

Alumni Share Carroll School helped me ✨ ✨ ✨



“...become confident in who I am and overcome the adversity I had faced in the classroom during my early years of school.”

TREVOR MCLEAN '14
Assistant Director of Admissions,
7th Grade Geography Teacher,
Advisor, Assistant Varsity
Basketball Coach
St. Sebastian's School



“...become a more well rounded person with the skill set necessary to overcome any adversity and stay dedicated to achieving my goals.”

WILL DUNCAN '14
Research Specialist
University of Pennsylvania, Perlman School of Medicine, Department of Sleep Medicine



“...become a better person, writer, reader, leader, and listener. I don't think I would be where I am today without Carroll.”

COLIN HOLMES '22
Student
*Landmark High School
United States Naval Sea Cadet Corps*



“...learn, embrace my differences, and be who I am both inside and outside of the classroom.”

REESE STEVENSON '16
Student, Data Science Major, Duel Minor: Business Administration & Strength/Conditioning, Swim Team
Bryant University



“...become the driver of my own education by encouraging me to pursue my own interests and providing me with the skills to do so.”

MATT WATERS '15
Crowds Technical Artist
Pixar Animation Studio



“...be brave by teaching me that my dyslexia isn't something that should hold me back. Carroll gave me tools I still use today: notation while reading, writing in shorthand when taking notes, and the reminder to always breathe and know that I am able.”

ANNA CHALETZKY '07
Community Programs Coordinator
The Animal Rescue League of Boston



Find the latest alumni news and happenings.

BE a legend.



Reflections from

Judi Seldin

ASSISTANT HEAD OF SCHOOL

What defines a leader? A Google search reveals “about 527,000,000” results. Throughout my career, I’ve sought to answer this question for myself, not by listening to pundits’ podcasts, but by observing leadership in action and being a role model in my everyday work.



Over my 40-year career in business and education, I’ve had the opportunity to observe and work for many leaders with a variety of leadership styles. I always admired those with the ability to inspire—who energized me to work hard, to be thoughtful and creative in problem solving, and to put the organization’s mission ahead of myself. Fundamental to this is the quality of collaboration. And, there’s one essential characteristic that rises above all others—integrity.

At Carroll, I’ve had the privilege of working alongside two such leaders—one a fierce advocate for neuroplasticity and steward of a cognitive training approach that changes the trajectory of our students’ academic outcomes; the other a passionate educator with an orientation to linking research and practice and a deep commitment to our young and older humans. Though very different, I’ve been fortunate to work alongside and learn from these incredible leaders.



Judi helped me become a leader who is always hungry to learn more, will diplomatically challenge precedents and takes life with a sense of humor.

DANIELLE PEDREIRA

Director of Facilities & Capital Projects

When I started as the new (and first) Assistant Head, the Board of Trustees tasked me with professionalizing all the school’s business functions. It was a challenging undertaking, one that I proudly embraced. As a school leader, I viewed my role as a pursuit of helping others be successful.

With that focus, I embarked on some of the most meaningful work during my time with Carroll. I helped the school grow to serve more students by adding a campus and better facilities—the Wayland campus and fields and the Lincoln Arts and Innovation Center. I worked with three board chairs, three finance committee chairs, and the investment, facilities, and strategic planning committees to surpass budget objectives ten out of ten times even in the face of the pandemic. I modeled, budgeted, forecasted, negotiated contracts and real estate deals, and presented countless times. I helped the School navigate through a pandemic for which there was no playbook—a time which represents the most challenging stretch of my career.

It has been my privilege to lead at Carroll for the past 10 years. Learning is a journey that never ceases and I am awed each day by our educators and staff who work tirelessly and passionately to move forward Carroll’s meaningful mission. In every corner of the school, I have witnessed humans who inspire, collaborate, and conduct themselves with integrity.



By welcoming and supporting me through my early days at Carroll, Judi helped me to become a confident and contributing member of the Carroll community.

MEAGHAN KILIAN

Executive Director of Advancement



Judi, with her incredible brain and big heart, taught us how to take our deep passion for the mission and bring it to life in all facets of the school.

STACEY DANIELS

Assistant Head of School

Thank you to my colleagues—all of you—who partnered with me, trusted me, guided me, reminded me why I do this work, and who shared my passion for education and my unwavering commitment to integrity.

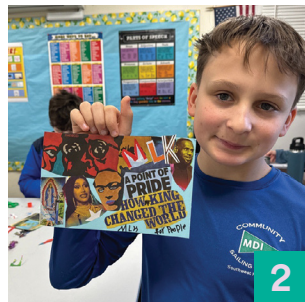
I dedicate my reflection to all of my colleagues and to my mother, Dr. Florence Seldin; teacher, principal, superintendent of schools, and advocate for all the causes I care about today.

BE a force for positivity.



1

Lower School
BEEcoming



2

Middle School
MLK Day

1. At Activity Day, students learned about the power of belonging and decorated bees as a beacon for BEEcoming whoever they want to be.

2. Students engaged in a variety of projects inspired by the service work of Martin Luther King, Jr.



3

Upper School
Newspaper Fashion Show

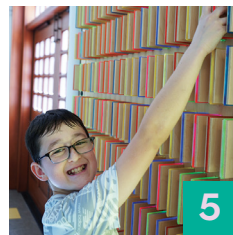


4

5th Grade
Fall Adventure Day

3. As part of community time, students worked together to create an outfit for a classmate using only newspaper, tape, and scissors.

4. A recent tradition in the 5th grade, students had a full day to explore outdoors—hiking, canoeing, geocaching, habitat exploration, and bonding.



5

Middle School
Live Your Dream



6

Upper 8
Biology

5. Each year, Middle School students share a hope or dream they have for themselves and place it into their own, secured receptacle on the Dream Wall.

6. Students learned about the heart, how it functions, and its vital role in the body during this hands-on biology class.



7

Lower School
Dyslexia Awareness Day



8

After School
Bounders

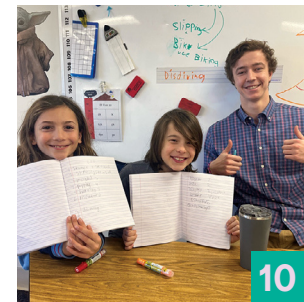
7. Students wore red for Dyslexia Awareness Day and spent the day doing activities that celebrate the dyslexic advantage.

8. Students in Bounders After School continued to practice skills learned in this popular Multis class—hand carving, climbing, ropes course, fire making, and more.



9

Upper School
Boat Challenge



10

4th Grade
Tutoring

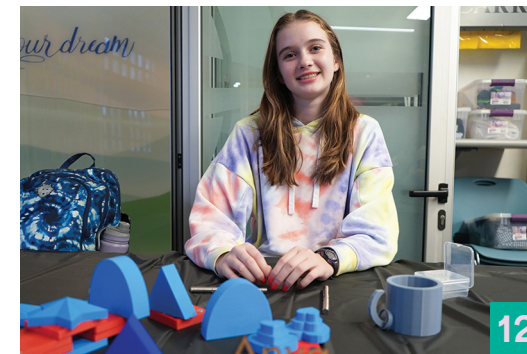
9. Homerooms were pitted against each other to design the tallest boat that could float, using only the materials given to them.

10. Students showed off their Orton-Gillingham skills in tutoring.



11

8th Grade
Immigration



12

Middle School
Makers Showcase

11. Students interviewed or learned about an immigrant and made artifacts in the Arts & Innovation Center that represented that individual.

12. Students used the 3D printer, laser cutters, and soapmaking tools to create a variety of unique creations in Makers' After School.



13

Lower School
Manguito



14

13. Students delighted in dancing and playing instruments when musicians Manguito came out to share about the culture of Latin music.

14. Students enjoyed a lively performance and enriching experience when Eastern Suns, a Native American drum group, visited for Indigenous People's Day.



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Discover more stories on Instagram.



15

Upper 9
Health & Wellness

Middle School
Indigenous People's Day

15. Students learned the value of hands-on play as a balance to gaming and socializing on digital devices.

CARROLL
AT A GLANCE

27

Schools with 100%
Acceptance Rate of
Carroll Students

100

Middle & Upper
School Graduates

300+

Teacher
Recommendations

279

Applications to
Next Schools

Where will Carroll students be next year?

- Arlington Catholic School
- Arlington High School
- Ashland High School
- Beaver Country Day School
- Boston College High School
- Brewster Academy
- Brimmer and May School
- Brookline High School
- Cambridge Rindge & Latin
- Cambridge School of Weston
- Carroll Upper School
- Catholic Memorial School
- Chapel Hill-Chauncy Hall
- Cushing Academy
- Dover-Sherborn High School
- Eagle Hill School
- Fessenden School
- Gann Academy
- Holliston Public Schools
- Keefe Technical High School
- Landmark School
- Lawrence Academy
- Lexington Christian Academy
- Lexington High School
- Lincoln-Sudbury High School
- Medfield High School
- Milton Academy
- Minuteman Career & Technical High School
- Nashoba Valley Technical High School
- New England Innovation Academy
- Newton South High School
- Proctor Academy
- Randolph High School
- Southeastern Regional Vocational Technical High School
- South Shore Vocational Technical High School
- St. John's High School
- Tabor Academy
- Thayer Academy
- Walnut Hill School
- Waltham High School
- Wayland High School
- Westwood High School
- Weymouth High School Career & Technical Ed
- Wilmington High School
- Winchendon School
- Winchester High School
- Worcester Academy
- Xaverian Brothers High School

*Not a complete list.
Enrollments as of April 17, 2024.*



It's not unusual for secondary schools to communicate with us regarding the standout qualities of Carroll students. We often hear that our students' remarkable self-advocacy skills, openness to feedback, and confidence truly sets them apart."



CHARLENE KMETZ
Director of Secondary
School Advising



Carroll students don't just graduate.
They transform.

How many differences can you spot?





45 Waltham Road
Wayland, MA 01778

BE a giver.

Every gift to Carroll helps students thrive and families be transformed. Every gift matters.

Be someone who makes a difference for Carroll.

