



Specialized services offered by Carroll (2024_2025)

The following list is provided to Carroll parents in order to describe the special services that are offered at Carroll School. Its purpose is to help all parents understand the range of Carroll's educational program. In addition, the school's decision to operate as a fully independent school after the 2017-2018 school year makes it possible for Carroll to increase the extent of our educational program and, as a result, be a highly appropriate school setting for children with language-based learning difficulties, such as dyslexia.

1. 63% of a child's day is focused, remedial instruction in small homogeneous groups and tutorials taught by highly trained specialists who are experts in the education of children with language-based learning difficulties; we never use a pull-out model to deliver specialized services.
37% of a child's day is focused on amplifying the strengths within a child's profile in history, science, engineering, math, innovation, technology, arts, movement, athletics, service, and leadership.
2. 100% of Carroll students are diagnosed with language-based learning difficulties. This allows for ideal groupings in which teachers can deliver what each child most needs in a classroom environment.
3. Carroll maintains a 3:1 student-to-teacher ratio throughout the school.
4. The size of the school, 419 students, allows us to make ideal groupings at each grade level whether a student is struggling or exceeding grade-level performance. We are able to microsegment a population of pure LBLD students in ways that typical schools cannot.
5. Every decision we make is based on delivering to each child what is most needed in terms of skill developing, strategy acquisition, social-emotional wellbeing, and self-advocacy skills.
 - All classes are taught by trained Orton-Gillingham (OG) practitioners; best practices are applied across the curriculum in a fully-integrated approach.
 - The curriculum is individualized and flexible, tailored toward the specific needs of students within a class, evolving and responding as a child makes progress or, on the other hand, continues to struggle.

- Students are grouped into incredibly homogeneous double language classes (2x daily) which are taught by highly-trained OG teachers.
- Focus Area classes are based on a child's greatest needs (could be OG, fluency, comprehension, written expression, math, or executive function).
- Students are grouped into homogeneous classes of similar learners at similar levels for math (group sizes for students with math difficulties 3-5 students).
- Services are never delivered through pull-outs. Focused work, such as tutorial, is delivered during a period when all students in a grade receive focused help.
- The teaching approach is "diagnostic & prescriptive" throughout. Teachers monitor each child's progress constantly to evaluate meaningful progress.
- Every student has an active and evolving set of actionable goals. This is Carroll's version of a live IEP that adjusts regularly in order to deliver what each child most needs.
- Student-centered meetings develop action plans, assess progress, adjust action plans.
- Carroll holds four scheduled parent conferences each year; "parents as partners" is a core concept in establishing goals and plans for each student.
- In addition to focus block, all students have a "flex block" in which additional skills are taught according to a child's greatest needs and where cognitive development is taught and administered.
- Three Speech & Language Pathologists run a collaborative, classroom-based model (2 full time in middle school; 1 in Lower School) to support expressive and receptive language growth in children who need these skills developed.
- Cognitive Intervention is provided to all Carroll students. In this program, formal diagnosis of cognitive function leads to a prescription of cognitive activities designed to strengthen underlying brain mechanisms that are essential for learning (such as working memory, processing speed, executive functions, body-brain connections, visual thinking, logical reasoning).
- Carroll provides school counselors and social workers at each grade level.
- Social emotional learning is supported through the Developmental Designs and Responsive Classroom prosocial curricula.
- Many students elect to stay until 4:45 for the robust after school program of sports, arts, outdoor education, STEM, play, and other activities.

- The homeroom teacher and advisory program serve as constant liaison between family and school and as a shepherd for each student.
- Teachers meet in teaching teams weekly (or more) to assure vertical and horizontal communication and collaboration around student progress monitoring.
- Every Carroll student has 1:1 device (Lower School iPads, Middle and Upper School Chromebooks).
- Carroll subscribes to the concept of “the dyslexic advantage” in order to promote positive self-image and enhance students’ learning strengths and passions. We schedule several “rally points” through a school year to celebrate the students’ gifts and talents. For example, students have regular exposure to the Arts and Innovation/Fab Lab in a project-oriented learning model.
- Teachers find constant opportunities to educate students on their learning profile with a particular emphasis on helping students develop strategies for effective self-advocacy.
- Carroll teachers are trained to a higher level than typical teachers. Our targeted professional development through the year is aimed at developing educators with expertise in teaching students with LBLD.

** The Carroll School website offers more complete descriptions of each of these service.
www.carrollschool.org