



Carroll School

Parent and Student Policy Handbook

2011-2012

Lower School Campus
1841 Trapelo Road
Waltham, MA 02154

Middle School Campus
25 Baker Bridge Road
Lincoln, MA 01773

Main School Number 781-259-8342
www.carrollschool.org

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THE CARROLL SCHOOL

All student related services for the Lower School are conducted on the Waltham campus and in Lincoln for the Middle School. These services include division head, academic dept heads, counseling, speech and language, multi, nursing. Whereas shared administrative services are located on the Lincoln campus, such as the Business Office, Communications, Development, Admissions, Head of School, and Public Funding Office.

The Carroll School Mission

The Carroll School is dedicated to meeting the educational needs of children diagnosed with primary language-based learning disabilities, such as dyslexia, and to supporting the constituencies that serve them. The Carroll School seeks a culturally, ethnically and economically diverse population and is an active public champion for persons with learning disabilities. To fulfill its mission, The Carroll School:

- offers an academic program designed to serve a population of students diagnosed as having a language-based learning disability, such as dyslexia, of average to superior intelligence, and with no primary emotional problems;
- provides diagnostic, intensive, and highly structured instruction in a fully enriched program;
- fosters self-confidence and a willingness to take responsibility for being active learners;
- prepares students to enter other academic settings and to advocate for themselves in a life of learning.

Additionally, The Carroll School and the Carroll Center for Innovative Education reach outside the student environment through research projects, professional associations, programs of parental support, and teacher training. Consistent with the lifelong nature of learning, The Carroll School seeks enduring relationships with all its constituencies.

History of The Carroll School

Dr. Edwin Cole, a prominent neurologist on the staff of Massachusetts General Hospital, had the initial vision for The Carroll School. In 1967, Dr. Cole, Samuel Lowe and F. Gorham Brigham, Jr. founded a school to address the needs of bright dyslexic children. 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 the year-end there were twenty-eight.

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.

Throughout its nearly four decades, the School has remained committed to the mission and vision of its founders. Today, there are approximately 365 students who come daily to both campuses from many cities and towns in Massachusetts as well as from New Hampshire. The School has a staff of approximately 180, including over 136 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 eight. Carroll is also planning for a challenging and supportive 9th grade program, which will begin in August of 2011.

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.

Summer@Carroll is designed for children with language-based learning disabilities. Our five-week, full-day program provides remedial reading, writing, and math classes for all children. Classes are formed according to age and ability, 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 The Carroll School and a variety of other Greater Boston area schools, colleges and high schools.

After a morning of academic classes, students break into small camper groups led by experienced counselors, many of whom are also teachers of academic classes. 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, local field trips, swimming at Walden Pond, as well as field trips to beaches and into Boston.

Heads of The Carroll School

- Dean Roberts (1967-1970)
- William Adams (1970-1978)
- Allan Forsythe (1978-1982)
- Henry Lee, Interim Head (1982-1983)
- Margaret Logue (1983-1989)
- Tom Needham (1989-1998)
- Isabel Wesley, Interim Head, (1998-1999)
- Sharon Lloyd Clark (1999-2004)
- Philip Burling, Interim Head, (2004-2005)
- Stephen M. Wilkins (2005-Present)

An Independent School

The Carroll School is a member of the Association of Independent Schools of New England (AISNE) and the National Association of Independent Schools (NAIS). Membership in NAIS is a privilege accorded only to private schools that have been accredited by an approved regional accrediting organization such, as the New England Association of Schools and Colleges (NEASC).

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 avoid all discrimination on the basis of race, religion, gender or ethnic origin in their hiring of faculty and staff, their admission of students, and their administration of programs. The Carroll School received its re-accreditation from NEASC in 2004.

Additionally, Carroll is approved as an Approved Private Special Education Program School by the Massachusetts Department of Elementary and Secondary Education for grades 2-8. We have submitted for BR and C9 approval. This designation allows the school to accept students whose placement is sponsored by cities and towns across the Commonwealth.

Governance

The 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, Co-Treasurer and Clerk. Ex-Officio members of the Board include the Head, Co-Presidents or President of the Parents' Association, and the President of the Alumni 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. The Board 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 his administration of all school programs.

Fundraising

Carroll has a proud tradition of generous support from its community. Like other independent schools, our School's fundraising priority each year is the Annual Fund. Annual Fund dollars, together with earnings from endowment and revenue from Summer@Carroll, are used to fund operating expenses not covered by tuition.

Unrestricted gifts are particularly valuable because they are made with the foresight that the needs of our students and faculty change over time. These gifts permit our School to allocate resources where they are needed most during the current school year, providing critical resources for faculty salaries and professional development, curriculum development, technology initiatives, campus improvements and maintenance, and much, much more. Gifts to the Annual Fund directly and profoundly make a difference for every student, teacher, and program on campus.

All members of Carroll's community – the Board of Trustees, parents, alumni, parents of alumni, grandparents, friends and faculty and staff – are asked to make Carroll a charitable priority and give generously based on their financial capabilities. *Every gift*, regardless of its size, is important to Carroll and is appreciated. Carroll is as strong as the support that our community provides.

Other fundraising occurs at Carroll as prioritized by the Board of Trustees. These projects might include funding “bricks and mortar” projects, faculty compensation, financial aid endowments, and other essential endeavors to fulfill our mission.

GENERAL POLICIES & PROCEDURES

Hours

The school day begins at 8:20am and ends at 3:15pm, except for Fridays when classes end at 12:15pm for grades 1-8 only. Ninth grade students have a regular day on Fridays with dismissal at 3:15. Lunch is from 11:55am-12:35pm. Students should arrive by 8:15am so they are ready for the 8:20am start of classes.

Lower School Morning Drop-off

- Students arriving between 7:30 & 8:00 should be dropped off at the front entrance where they will go directly to the library until 8:00
- After 8:00 student should report the classroom to drop off their backpack and then go directly to the playground.
- Students who arrive after 8:20 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 (11:15 on Friday)
- No child may be excused from school to be picked up early unless that child has a written note brought to the appropriate Division Administrative Assistant.
- If your child is going home with another child or a different driver, please send a note to the Administrative Assistant of his/her school that morning.
- 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 3:15 (12:15 on Fridays) for all students will be at the 4th & 5th grade playground area.
- It is expected that all students, not attending Extended Day or Friday Afternoon Program, will be picked up by 3:30 M-Th and 12:30 F. If you are expected to be any later, please phone the administrative assistant with your expected arrival time, your child will wait in the Main Lobby for their ride.
- Pick-up time for Extended Day (M-Th) is 4:45 p.m. at the 4th&5th grade playground area.
- Pick-up time for Friday Afternoon program is 3:15 and 4:30 p.m. at 4th&5th grade playground area.

Middle School & C9 Morning Drop-off

All students should be dropped off at the Gym between 7:30 and 8:20am where a supervised setting is provided until the beginning of school. Children should not arrive at School before 7:30. Students arriving after 8:20, who are tardy, should report to the Admission Office, located at the main entrance to the Storrow Building and must be escorted by their parent or guardian to sign in. Students should be at school by 8:15, so they are ready for classes, which begin at 8:20. After 8:00am, ninth grade students (C9) can be dropped off in the circle around the small field across from the Gate House. Please do not stop in the road to drop off students, as this is not safe for students or vehicles.

Middle School & C9 Afternoon Pick-up

- Cars may not come on campus until 2:45 (11:15 on Friday). It is strongly suggested not to come on campus until 3:15-3:30 so you do not have to wait in a long line of cars.
- Enter and turn left around the field. Circle around and *wait in line* until directed by Carroll staff to proceed up the driveway.
- 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 with enough room down the middle for cars to exit the campus.
- No child may be excused from school to be picked up early unless that child has a written note brought to the appropriate Division Administrative Assistant.
- If your child is going home with another child or a different driver, please send a note to the appropriate Division Administrative Assistant that morning.
- If your child rides in a cab and is not going to school that day, please inform the cab company immediately.
- Pick-up at 3:15 (12:15 on Fridays for grades 6-8) 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. After that time students will wait in the Admission Lobby, located in Storrow House for their rides.
- Pick-up time for Extended Day (M-Th) is 4:45 at Needham Station.
- Pick-up time for Friday Afternoon program is 4:30 at Needham Station.
- Not allowed: parking at the bottom of the exit driveway to pick up students or anywhere along Baker Bridge Road.

After School Plans

Parents should notify the school of any changes in their child's regular after school plans, including a change of car pool, if the student is going home with another child, or if someone different is picking up the child. **PLEASE NOTE: without a note, 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. For instance, Thursday, Parent Conferences for grades 4-8 have a 12:15

dismissal. Remember, parents are responsible for informing transportation companies if there is a change in your child's status.

Privacy Protection and Data Destruction Laws

The Carroll School is required to abide by State and Federal law regarding the use, storage and destruction of all private information. At a minimum, private information is: Last name and first initial combined with any of the following: social security number, drivers' license number, bank account information, credit card information and financial information. There may also be additional information that is considered private and sensitive.

We require that you follow The Carroll School policy by: minimizing the need to collect this data wherever possible and keeping all of the data secure. If you have any questions about this policy, please contact the School. **Parents submitting checks to Carroll for any reason must be mailed or handed to the Business Office on the Lincoln campus.**

All checks received by employees for school business must be forwarded to the Business Office immediately.

Extended Day Program

The Extended Day Program is provided on each campus for students needing supervised time after school. There is an extra fee for this activity period. The program runs from 3:15 - 4:45, Monday through Thursday. Activities vary by season and a list of activities accompanied by a fee schedule is provided to parents prior to the start of each Extended Day session. All checks and paperwork must be mailed directly to the Business Office.

Friday Afternoon Program

The Friday Afternoon Program for grades 1-8 which is provided on both campuses, is an alternative to pick-up on Friday at 12:15. This program is designed to challenge each child both physically and educationally. The program runs from 12:15 with a dismissal time that is dependent on the individual program ranging from 3:15-4:30. A list of activities with a fee schedule is provided to each family. All checks and paperwork must be mailed directly to the Business Office.

The Carroll School's Website and How to Access the Parents' Page

To read about The Carroll School and our School's current News and Events, go to our website www.carrollschool.org. To access parent specific information, click on the "Parents" link in the top menu bar. From the "Parents" section, parents can watch videos about Carroll and our students, read about the Parents' Association activities, and access the Parents' Page. From the Parents' Page, parents can easily connect to the following key information:

- Parents' Calendar
- Faculty and Staff Directory
- Lunch Orders and Payment
- Parents' Password Protected Site, which includes links to
 - Your Child's Records and Reports
 - After School Program Lists
 - Thursday Updates
 - Parents' Bulletin Board
 - Carroll School Sports Schedule
 - Parents' Association Speaker Series

- Parents' Policy Handbook
- Acceptable Use Computer Policy
- Insiders' Guide

To access the Parents' Password Protected Site:

- From the Parents' Page, click on the Parents' Password Protected Site
- Enter your UserName and Password, which will log you into the secure site
- Every parent will receive a UserName and Password
- C9 students and families can log in through the C9 web site

To view future school events: The entire school calendar for the academic year can be viewed on the Parents' Calendar. There is also an Essential Dates Calendar on Carroll's website, a one-page document with school closings and important dates.

School Cancellations (Snow Days)

Snow days and delayed openings will be announced on our website www.carrollschool.org, over radio stations WBZ AM1030, WRKO AM680 and on TV channels 4, 5, 7, and 56.

Parents are expected to make their own determination about attendance in the case of uncertain weather, taking into account local conditions. On days when school is in session but local conditions are difficult, the child will not be penalized for missed assignments.

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.

Emails to Faculty and Staff

The Lower School Division Head can typically be reached every morning at 781-259-8342 X9827

The Middle School Division Head can be reached at X9701. On the Parent Page is a list of "Personal to Call with Questions" for more staff extensions.

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

Lost and Found

Parents should make sure that all clothing and personal items are marked with the child's name. The Carroll School is not responsible for lost or stolen property. There is a lost and found in the Gym of both campuses.

Lunch

La Riviera Catering is the company providing school lunches. The on-line ordering and payment system is provided by www.orderlunches.com. This is a secure on-line service designed just for ordering school lunches. Students may choose from two different portion

sizes of each day's meal and may select a different vegetarian salad. Alternatively, students can bring their own lunches. The school provides milk for students.

Problems with Student Education or Care

The schedule for resolving educational or care problems is as follows. When a student or parent has a problem, he or she 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 meet with the student or parent to work on a resolution to the problem within ten school days or receipt of the written problem.

Policy and Procedure Manuals Available

A copy of The Carroll School's policies and procedures manual is available for review in the Reception area on both campuses and in the Head of School's office. Additionally, the School provides copies of its Parent/Student Policy Handbook to parents of enrolled students.

Volunteer and/or Intern Services

Through Carroll's Teacher Training Institute and the Masters Program collaboration between The Carroll School, Buckingham Brown and Nichols School and Lesley University, The Carroll School 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.

The Carroll School carries out background checks on all new and continuing interns and/or volunteers that have direct contact with children. To facilitate that process the School requires each intern and/or volunteer to consent to CORI (Criminal Offender Record Information) checks. Information received from these checks is handled in accordance with all existing state and federal laws. CORI checks are completed every three years for employees who are continuously employed; if there is a break in service, a new CORI check is performed on the returning employee.

Currently, the School does not use parent volunteers in positions that would lead to one to one contact with children. However, if it was to be the case that parent volunteers were to be in unsupervised situations with the students the School, as a matter of policy, would require the parent volunteers to consent to CORI checks.

RESEARCH POLICY

The Carroll School occasionally supports research projects that contribute to understanding learning disabilities. A faculty committee reviews proposals from universities and makes recommendations to the Head of School. If The Carroll School endorses a research project, student participation is voluntary. Parental consent is always sought.

ATHLETICS

Philosophy

The Carroll School Interscholastic Sports Program consists of soccer, basketball and track & field teams that play regularly scheduled games with other independent middle schools. Students in the program are to be of appropriate age so that they can be competitive with other children of the same age and maturity. Emphasis of The Carroll School's program is placed on developing athletic skills, sportsmanship, leadership, teamwork, confidence, social skills, and the ability to compete both physically, intellectually, and emotionally.

Athletics is an integral part of the educational program at The Carroll School; therefore, it is necessary to make the sport a positive experience for each student athlete involved.

ACADEMIC MATTERS

The Carroll School Belief Statements

Over the past two years the faculty have worked to generate these statements to amplify our mission statement.

1. The Carroll School is designed specifically for children with language-based learning disabilities, such as dyslexia. This is our only mission.
2. Smart children with language learning disabilities become successful students given proper instruction within a positive environment.
3. The Carroll School produces students who are academically skilled, confident, happy, healthy in self-concept, and reflective about who they are as learners.
4. Carroll teaches children to read, comprehend, and write through a structured, sequential, multisensory, systematic, alphabetic-phonetic approach to instruction.
5. Carroll teaches children to act on the five habits of highly effective students: working collaboratively, asking questions, harnessing resources, using time wisely, and employing reliable memory strategies.
6. We believe teachers are life-long learners and have the power to change the lives of students. Teachers have a responsibility to surround children with energy and enthusiasm for learning.
7. Teachers at Carroll never quit on their children. They express belief in the ability of their students to succeed and promote the notion that students' successes are the direct result of effective effort.

Academic Honesty

The School expects each student to be committed to his/her own learning and growth. To this end, each student will produce and submit his/her own work and to clearly reference any other sources or information used in his/her work that was generated by someone else. Cheating, copying, plagiarism, or the use of a student's previously submitted materials constitute behavior infractions and will result in activating a disciplinary response.

Attendance Policy

The Carroll School 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 occasional circumstances arise that keep students from attending school, the school makes accommodation 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 Carroll School reserves the right to respond, formulate corrective plans and evaluate appropriate placement to a students' excessive absences within the academic year. This policy is in place to insure that both students and parents understand the effects and importance of good attendance.

Attendance is taken every morning. Parents must leave a message on 781-259-8342, extension 9842 (Lower) or 9705 (Middle & C9) if a student will be absent or tardy. The appropriate Division Administrative Assistant will call home if there is no message regarding a student's absence.

Parents of publicly funded students should be aware that The Carroll School is required to report all attendance to the sending school districts. Additionally, the school is contractually obligated to report any and all absences that are either not excused or in excess of five days.

Students who arrive late (after 8:20), report with their parent/guardian to the Lower School Administrative Assistant. Middle School students should be escorted by a parent/guardian to the receptionist in Storrow House Admission area.

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 his/her 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.

Publicly sponsored students must follow the attendance guidelines of their school district.

Early Dismissal

Parents must write a note to the Division Head when a student needs to leave school before the end of the regular school day. Please make arrangements for early pick up with the appropriate Division Administrative Assistant.

MCAS Participation/Attendance

Massachusetts Education Reform Law mandates that **all** students who are educated with public funds, including students enrolled in private special education schools must participate in MCAS.

MCAS dates, set by the Department of Elementary and Secondary Education (DESE), are scheduled in March (English Lang Arts) and May (Sci/Tech, Math, History/Social Studies). The DESE requires "*medical verification*", a note from the child's physician, for any student who is absent from school on MCAS dates.

Homework Guideline Information for Parents

"One must learn by doing the thing." - Sophocles . . . "but in balance with other things" – The Carroll School

Homework Philosophy: It is important for all children to practice skills that were directly taught in class. 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 assignment sheets or assignment books. If homework preparation deteriorates, students will be required to use homework contracts. 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 his/her grade in the Parent/Student 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 child should be so overloaded with homework that it deprives him or her of adequate play and family time.

Lower School Homework Guidelines

Beginning Readers 1
None

Beginning Readers 2
Start of school until mid-October students are to read or be read to each night. They should keep track of book titles and bring a card to school each day.

Grade 2

Students read or are read to for 15 minutes a day, Monday through Friday. They should keep a log of their reading throughout the week and turn it in on Monday. Beginning second semester, students will also do *Symphony Math*.

Grade 3

Students read for 15 minutes, Monday through Thursday and once over the weekend. Assignments in language and math, Monday through Thursday, should not take more than 30 minutes to complete. Math homework will be two mastery rounds of *Symphony Math*.

Grade 4

Students read for 20 minutes, Monday through Thursday and a total of 40 minutes over the weekend. At the beginning of the year, they must read aloud to an adult. Half way through the year they must read aloud only 2 nights and may read independently on the other two nights. Homework assigned in language and math, Monday through Thursday, should not take more than 40 minutes to complete. Math homework will be two mastery rounds of *Symphony Math*.

Grade 5

Students are expected to complete their homework on a daily basis. If it is not possible for your student to complete, parents must send in a note with their child. Time on homework should NOT exceed 70 minutes. If this occurs parents should inform the teacher.

Assignment	Mon	Tues	Wed	Thur	Fri	Sat & Sun
LANGUAGE	35 min reading/skill	35 min reading/skill	35 min reading/skill	35 min reading/skill	20 min reading	20min reading
MATH	15 min	15 min	15 min	15 min	15 min every other wk	
SCIENCE		20 min		20 min		
SOCIAL STUDIES	20 min		20 min			
MAXIMUM TOTAL	70 min	70 min	70 min	70 min	20-35 min depending on week	20 min

Middle School & C9 Homework Guidelines

The following tables show the amount of *on-task* time your child should be spending on homework. Please communicate with your child's homeroom teacher as necessary so that homework is a balanced, positive experience for your child.

Middle School & C9 Homework

Grade	Language	Math	Science/History	Total
6	15 min reading/20min skill	20 min	10-15 min each	85min
7	15 min reading/25min skill	25 min	10-15 min each	95min
8	20 min reading/30min skill	25 min	15 min each	105min
9	2 to 3 hours of homework each night in combined subjects			120min

*Science and History teachers at each grade level will coordinate it so that your child does not have weekend homework from both subjects too frequently, particularly in the 6 Grade.

Dress Code

The Carroll School requires that students clothing must be appropriate for their work at school. Parents are requested to guide their children in their choice of appropriate clothing.

Acceptable:

- Collared, polo or buttoned down shirts must be worn and buttoned at all times. T-shirts with words worn over collared shirts are not allowed.
- Jeans, khakis, chinos, Capri pants and slacks.
- Shorts of an appropriate length and with an appropriate hemline may be worn, no higher than 2” above the knee from a standing position, even if leggings or spandex are worn.
- Skirts and dresses of an appropriate length. No higher than 2” above the knee from a standing position, even if leggings or spandex are worn,.
- Children in Grades 1-4 may wear sweatpants.

Unacceptable:

- Hats, hoods, sweatbands, overcoats and outdoor jackets are not allowed to be worn indoors.
- Any visible holes or rips in clothing.
- Clothing displaying offensive or provocative language or symbols.
- Any athletic clothing including sweatpants, warm-up pants, athletic shorts etc., or pajamas.
- Sagging below the waist or skin-tight clothing.
- Visible undergarments or bare midriff.
- Leggings/stretch pants with nothing over them.
- Tank tops or low cut shirts/blouses that expose cleavage or backs.
- Flip flops, but other sandals with a back are permissible.

Students must bring appropriate **clothing for physical education**. Students in grades 5 through 8 are expected to change for gym. Gym clothes should consist of sweatpants, and/or shorts (no cutoffs), a tee shirt and court sneakers. Students participating in Bounders will be advised of the clothes they need for their activities. Students must bring a **Bounders Bag** with a season-appropriate full change of clothes. This bag is left at school.

Computer Usage

Students are expected to use the School's computer equipment both responsibly and productively, in accordance with the School's *Technology Acceptable Use Policy*, found at the end of this document. Students must have a faculty member's permission to operate a computer, to use any specific software, and to upload or download files. They may access only those files that have been created for their use. **In this mailing parents and students will find the Acknowledgement page to sign and return to the Registrar.**

Field Trips

All 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. The Lower School welcomes parent chaperones, and a request will go out whenever assistance is needed.

Library Books

A large student library is located on the first floor of Storrow House for Middle School and off of the main corridor at the center of the Lower School Building. A librarian is available to help students locate books and research materials. Books can be checked out for a two-week period. All books must be returned by the end of the school year. Parents are responsible for paying for damaged or lost books.

Student Supplies

The "No Child Left Unorganized (NCLU)" project at The Carroll School 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. Your child's teacher will communicate with you in more detail about the home-school connection at The Carroll School nearer to the beginning of the school year.

Please note:

- Your child will need a comfortable backpack large enough for a three-ring binder, books, and other school day-related materials like lunch;
- To the extent possible, families should work out a time for doing homework, as well as a good "study" space in which the student can do his/her best work and meet other teacher expectations for homework quality and timeliness;
- The School will supply basic materials with which to stock the home "study space."

Student Telephone Use

Students are given permission to use the school telephones, when necessary, but must check in with a faculty member before making any calls. Calls should not be made on class time. Students may not use cell phones during the academic day. Cell phones must be turned off while on school grounds.

ACADEMIC PROGRESS

The Division Heads, Department Heads and teacher(s) 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 at least three times a year to discuss his/her adjustment to the program and the student's academic progress.

Communicating and Reporting to Parents

Go to the Website www.carrollschool.org for:

- News items
- Events
- Parents' Page
- Parents' Association activities
- Links to Resources about language-based learning disabilities
- The Insider's Guide to Carroll: found on the Parents' Page is a comprehensive guide to Carroll and the surrounding area prepared by veteran parents for new parents.

Parents' Password Protected Site

- Student Records and Reports
- After School Program Lists
- Thursday Updates
- Parents' Bulletin Board

Paper Communication and emails to your home or work address

- Quarterly Reports reviewing academic and specials classes will be mailed home at the end of each academic quarter and are accessible electronically in the Parents' Password Protected Site;
- A weekly Thursday Update newsletter is sent to your personal email account.

Parent/Teacher Conferences

- Parent conferences will be scheduled twice each year. The child's teachers will be present at the conference. Your appointments will be scheduled by the appropriate division Administrative Assistant.
- When a student's academic progress suggests that he or she will be ready to leave The Carroll School at the end of the current school year, a transition conference is convened to discuss prospective school placements. The Transition Coordinator will coordinate these conferences.
- If necessary, additional conferences may be requested by parents or by the School. Parents requesting additional conferences should contact the Division Head.

Testing Policy

We administer standardized tests to all students in the spring each year to monitor progress in phonological awareness, phonics and word analysis (single word reading and spelling), fluency, vocabulary, reading comprehension and math. In the Lower School, the GMADE and the GRADE assessments are administered to measure math and language arts skill development. In the Middle School, the GRADE and GMADE are used for school assessment.

Year-end test results are shared with parents. Students who are on Massachusetts IEPs participate in MCAS testing

Student Observation and Evaluation/Assessment Policies

The Carroll School acknowledges a parents' or sending towns' need for on campus evaluations and assessments of students. These evaluations/assessments can include student observations in an academic setting and the completion of forms and materials (examples include but are not limited to Teacher Classroom Assessment form(s), the BASC or Connors Scale forms, Education Assessment - Part A or Part B etc.). In order to insure that proper protocol is followed, as established by the Department of Elementary and Secondary Education and Federal Law, all requests or inquiries for student information either by private evaluators, therapists, and/or public school representatives should be referred to the Office of the Registrar (781-259-8342 x 9715).

While we appreciate that timing is important in many situations, we ask that all parents and public/private evaluators, when possible, allow two weeks lead time when scheduling appointments for observations. This will allow the teachers to adjust their schedules if necessary. It does no good for an observer to watch a child take a quiz or test. If a two week lead time is not possible in your circumstance, please know that we will work with you to insure a proper outcome.

Please note - observations will not be scheduled during the first four and last four weeks of the school year for private students.

BEHAVIOR & DISCIPLINE

The Head of School delegates matters pertaining to student discipline to the Division Heads. Each division has its own procedures for dealing with student discipline, based on the ages and developmental stages of its students. This section of the handbook begins with a philosophical overview, then reviews policies and procedures for the Lower School and for the Middle School, and concludes with State Mandated responses to severe behavior management issues.

Carroll has a unique social environment in which to raise happy, healthy, and self-reflective students. The unique features are the size of the classes, the 3:1 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 child involved in the interaction, designed to help each child and build a healthy community.

GUIDING PRINCIPLE #2: We make each situation a learning opportunity for the children, their parents, and the educators who work with Carroll children. We will work to train children, parents, and educators.

GUIDING PRINCIPLE #3: We believe strongly in restorative justice in that we will bring children together 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 social aggression interactions are more effective than others. We follow those recommendations whenever possible:

Most Effective:

1. School wide positive behavior support plan (such as lunch and recess)
3. Staff education and training
4. Bullying reporting procedure
5. School wide positive behavior support plan
6. Weekly class meetings to discuss peer conflicts

Least Effective:

1. Avoiding contact between bullies and victims
2. Zero tolerance policy with bullies

GUIDING PRINCIPLES #5: Conflict is a natural part of growing up. We customize our plan for each child 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 children's interaction.

GUIDING PRINCIPLE #7: We believe it is important to talk with parents about these issues while protecting confidentiality.

THE CARROLL SCHOOL ANTI-BULLYING POLICY

Massachusetts, like many other states in 2010, passed school anti-bullying legislation. Carroll has responded to that law with the following statement of our commitments, policies, and procedures. Please note that the two divisions of the School have slightly modified the general response to bullying behavior, in order to create developmentally appropriate responses.

The Carroll School's Anti-Bullying policy is modeled after three established school culture programs: MARC, Olweus and Responsive Classroom programs. MARC is the Massachusetts Aggression Reduction Center developed by Dr. Elizabeth Englander, an expert and researcher in violence and aggressive behavior. Olweus is a nationally recognized bullying prevention program developed by Dr. Dan Olweus, a Norwegian psychologist and researcher. The Responsive Classroom is an approach to elementary teaching and classroom management that emphasizes social, emotional, and academic growth while fostering a strong and safe school community.

Commitment

The Carroll School is committed to creating a safe caring, respectful learning environment for all students and families. We will treat all members of our community with civility and respect in an inclusive environment. Key principles that guide our actions and our words are kindness, inclusion, respect, fairness, responsibility, courage and honesty. The School strictly

enforces a prohibition against bullying of any students or staff. The School, in collaboration with teachers, families and community members, implements a plan for education and discipline to prevent bullying and to help adults and students to respond effectively to reports and observations of bullying.

Definition of Bullying

Bullying is the repeated use by one or more students of written, verbal or electronic expression, physical act or gesture, or any combination thereof, directed at another student that:

- causes physical or emotional harm to the student or damage to 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; or,
- materially and substantially disrupts the education process or the orderly operation of the school.

A hostile environment is 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.

Bullying includes cyber-bullying, which is 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.

Cyber-bullying also includes:

- the creation of a web page or blog in which the creator assumes the identity of another person; or,
- 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.

Cyber-bullying also includes 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 laid out in the above clauses, inclusive of the definition of bullying.

Bullying prohibited

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 disrupt the education process or the orderly operation of the School.

By this policy, the School 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, and termination for employees.

All staff members are required to report as soon as possible any bullying or harassment they observe or learn about. The School will promptly and reasonably investigate all allegations of harassment, including bullying. The head of lower and middle Schools are responsible for handling all complaints by students alleging harassment or bullying.

Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who witnesses or has reliable information about bullying, is prohibited.

Support plan for targets of bullying type behavior

Safety & Comfort Plan - A Safe Person in school is identified by the child and the child has the freedom to go see their Safe Person at any time.

School Counselor Check-ins - Regular check-ins are scheduled between the child and the school counselor.

Inform all relevant teachers/staff - All relevant personnel are notified by counselors about the situation between the children involved. They are made aware of the potential for misbehavior or bullying and they keep a very sharp eye open during both structured and less structured times.

Reporting Process for School Personnel, Parent, Child to Report Bullying Type Behavior

Teacher/Staff Reporting Process – Teacher/Staff addresses the situation immediately and ensures that all parties are safe and are spoken to about the incident. He/she notifies the school counselor or division head verbally and the school counselor completes an incident report form. Further investigation is conducted by the counselor or division head and the Behavior/Bullying Management Plan is put in place.

Student Reporting Process – child speaks to an adult and the Behavior/Bullying Management process is put into place. Children are strongly encouraged to speak to an adult when they are both a victim of bullying behavior or a bystander. Or, a child completes an incident form anonymously and places it in their classrooms incident box in either their primary classroom or homeroom and it will be discussed during the classroom discussion time.

Parent Reporting Process – parent notifies classroom teacher and the teacher follows the teacher reporting process.

Response Plan for Cyber-bullying Incidents

As educators, we make a commitment to dedicating time to inform and engage children in the world of cyberspace. Beginning in the 5th grade, children are educated in large and small group 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 children 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 child's use of electronic communication devices.

Unlike traditional bullying, most cyber-bullying takes place off-campus, most typically in the child's home. The fact that cyber-bullying 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 cyber-bullying are investigated and are reported to parents.

Cyber-bullying Response Process

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

- For each cyber-bullying incident, teacher/administrators must decide if the cyber behavior is making a substantial disruption upon the school climate or the child's school performance. All incidents are investigated by school counselors 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 counselor and the consequences and dangers of cyber communication are discussed.
- If the incident warrants, outside authorities are notified.

THE LOWER SCHOOL (GRADES 1-5)

Anti-bullying program philosophy

The goal of the Anti-Bullying program is to effectively impact the culture and climate of our school so that the guiding principles of adults and children make bullying behaviors socially undesirable. We approach bullying as a community problem and provide comprehensive programs for everyone (school faculty & staff, administrators, student, parents, and the community at large). The goal is not to "fix" the bullying behavior, but to change the social support system and climate, so that bullies aren't supported by other children. It is prevention based and developmentally specific. It is *not* designed as a crisis reaction, treatment, or therapy program. Rather, it is designed to create a school culture which discourages and prohibits incidents of bullying and violence. The program presumes that any attempt to impact the culture of a school will only succeed if *all* persons in the school community have heightened awareness and education about the problem of violence and bullying.

As a developmentally appropriate based approach, we know that younger children learn best from teachers with whom they have a positive emotional relationship. We also know that children are most responsive and feel more secure by approaches that are clearly presented

and consistent. Regular in-class pro-social discussions for grades 1-5 are implemented and specific pro-social awareness and skill development is emphasized. Teachers are taught a common language and apply concrete, practical, immediate approaches to student behavior and follow an explicit consequence protocol. Parent involvement includes regular parent meetings on school culture and anti-bullying policies and behavior management approaches. Parents also participate in signing a student/parent behavior contract and are involved in school culture surveys.

Program Implementation

In our efforts to create a safe school climate with no tolerance of bullying and harassing behaviors, students participate in regular forums in their classrooms where they can express their concerns and discuss problems they are seeing and experiencing among their peers. The forum is called Class Discussion Time. The Class Discussion Time occurs in the classroom once a week, for 10-20 minutes. Bullying prevention and pro-social curriculum is conducted during this time. Children also have the opportunity to simply discuss behaviors they are seeing and why they think such behaviors occur. The class works to set goals to improve the group behavior and reinforce skills for change. The students also celebrate individual and group successes and collaborate on consequences which should occur if someone violates the community goals.

In addition to Class Discussion Time, the Lower School Community celebrates positive peer interactions through such programs as Acts of Kindness in which children notice and honor their peers for respectful, inclusive, fair and helpful behaviors. The Counseling staff also supports positive peer interactions through class specific discussions, presentations and collaborative group projects. Social awareness, problem solving and conflict resolution is also directly taught to individuals and to small groups.

LOWER SCHOOL BEHAVIOR MANAGEMENT PROCESS AND PROTOCOL

Level A: Procedural Offenses – behavior that breaks basic rules

- Dress Code/Hat – student reminded of proper dress code and sent to counselor for appropriate shirt, if necessary. Hats put in backpack.
- Gum – student reminded that gum is not allowed and asked to throw it out
- Electronic Devices/cell phones – student reminded that devices are not allowed during school hours and the device is returned to the backpack. Repeated use will result in the teacher or administrator to take 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

Level B: Moderate Offenses – behavior with disregard to the Lower School community

- Disrupting 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

First Offense:

- Teacher privately speaks to the child and identifies more appropriate choices

Second Offense:

- Student spends lunch recess in the classroom with their teacher and 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
- Student takes a run around the building (when time permits)
- Parents are notified and copy of the Reflection Sheet is sent home for parent signature. Copy is also sent to the counseling office and the counselor and teacher discuss any follow-up with child to encourage better choices

Third Offense:
Bumped up to level C Consequence

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
- Fighting
- Arguing with strong emotion – loud and threatening voice
- Major destruction of property
- Repeated pattern of level B offense

Level C: Consequences

First Offense:

- Student is sent to speak to head of lower school
- Offense is investigated by counselors
- Lunch recess to be spent in the head of lower school office
- Reflection Sheet completed, parent notified and Reflection Sheet sent home for parent signature
- Reflection sheets sent to Counselor to document incident and to collaborate with teachers for any behavior plan follow-up
- Next day lunch recess – spent performing community services. Lunch recess monitors to include; head of lower school, counselors, sending teacher.

Second Offense:

- Student sent to speak of lower school head
- Counselors investigates incident and Individual Behavior Plan is created with teacher, counselor and student and the possibility of outside support is explored
- Student calls parent and Reflection Sheet completed
- Counselor documents incident on Reflection Sheet
- Student spends 2 days of juice break and lunch recess performing community service. Lunch and juice break recess monitors to include; head of lower school, counselors, sending teacher

Third Offense:

- Student sent to speak to lower school head
- Lower school head and counselors investigates incident and the Individual Behavior Plan is reviewed with teacher, counselor and student
- Incident Report completed by counselor or lower School head
- Student calls parent and parent meeting is arranged for that day

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

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

Level D: Consequence

Immediate call home – suspension until expulsion hearing can be held. Required expulsion hearing representatives: Lower school 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 by law.

MIDDLE SCHOOL BEHAVIOR MANAGEMENT PROCESS AND PROTOCOL

Level A: Procedural offenses - behavior that breaks basic school rules

- Hats - Hats will be confiscated if worn inside. Staff takes hat and puts it in *The Hat Box*. Student gets hats back on Friday.
- 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.
- Dress Code - Student reminded of proper dress code 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 - 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
- *Repeated Pattern of Level A offenses*

Level B Consequences

Behavior Lunch - students go to Behavior Lunch Room to eat lunch (until 12:15), fill out Behavior Change Sheet and process it with Team Behavior Lunch Monitor and others on sheet. These may include: counselor, division head, school head, sending teacher, homeroom teacher, and parents.

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

- Lying
- Cheating
- Harassment/Bullying
- Fighting
- Plagiarism
- 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). The Behavior Review Committee consists of one representative from each grade team and the Middle School Head. Her/his 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 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

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

Level D Consequences

Immediate at home suspension until Expulsion Hearing with parent can be held.

Required Expulsion Hearing with Behavior Review Committee representative, Middle School 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

Consequences for Violation of Cell phone/Electronic Device Policy

- 1st Offense – Item will be confiscated from student, turned over to Administration, returned to student at end of the day
- 2nd Offense – Item will be confiscated from student, turned over to Administration, returned to parent/guardian. Student will be given a formal “behavior”.
- 3rd Offense – Item will be confiscated from student, turned over to Administration, returned to parent/guardian, and student will appear before the Behavior Review Committee for defiance of school authority.

STATE MANDATED BEHAVIOR MANAGEMENT PROTOCOL

Time-Out

Time-out may be used at Carroll in an attempt to avoid major discipline confrontations. A child may excuse himself/herself from a situation to take some “time-out” to cool down, or a teacher may ask a child to sit in a “time-out” area for a specified amount of time (no more than 5 minutes) to settle him/her down if he/she is being disruptive in class.

Physical Restraint Policy

On an annual basis, The Carroll School obtains parent/guardian consent to the implementation of restraint pursuant to the program’s policy. The use of chemical or mechanical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent of guardian. The use of seclusion restraint is prohibited.

Although it is extremely rare that the actions of a student at Carroll require the use of physical restraint, all faculty and staff who have interactions with students are required to have an understanding and training covering the Massachusetts Department of Education Regulations with respect to physical restraint. All students at The Carroll School will be free from the unreasonable use of physical restraint. Physical restraint shall be used with extreme caution and only by intervention team members in emergency situations after all other less intrusive alternatives have failed. The primary goals of physical restraint are as follows:

Physical restraint should only be used when needed to protect a student and/or a member of the school community from imminent, serious, physical harm, and to prevent or minimize any harm to the student as a result of the use of physical restraint. The Carroll School works to prevent student violence, self-injurious behavior and suicide occurring among students. Each student of the Middle School program has a classroom teacher advisor whom he or she sees twice daily for help with organization and to “check in.” Violence is prevented in the Lower School by the day to-day care and attention given to students by their classroom teachers, the Head of the Lower School, and the Lower School Counselor. Children in the Lower School attend Friendship Group once per week where they “check in” with the school counselor. In addition, the School employs counselors to help with situations, which may arise, where a child needs a consultation on more serious emotional issues.

Training in physical restraint awareness occurs annually. Training will occur as soon as possible within each school year, and within a month of the employment date of a new hire should that occur after the yearly training has taken place. The training discusses preventative measures used to avoid the need for physical restraint, the members of the intervention team, and information on the types of restraints that would be used.

The intervention team consists of staff members who have received in-depth training in physical restraint. These are the only people within The Carroll School authorized to administer physical restraint techniques on students and should be consulted immediately when the use of physical restraint is considered. Floor or prone restraints shall be prohibited unless the staff member had received in-depth training according to the requirements of 603CMR 46.03(3) and, in the judgment of the trained staff member, such method is required to provide safety for the student or others present. Whenever possible, the administration of a

restraint shall be witnessed by at least one adult who does not participate in the restraint. This policy shall not preclude a teacher or staff person from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. Physical restraint may only be used when non-physical interventions would not be effective and the student's behavior poses a threat of imminent, serious, physical harm to self and/or others. Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, refusal to comply with a school rule or staff directive, or verbal threat that does not constitute a threat of immediate, serious, physical harm.

When a restraint results in injury or lasts longer than 5 minutes, the staff member who administered the physical restraint shall as soon as possible verbally inform the Division Head (or in their absence, his/her designee), and the Division Head will inform parents of the restraint as soon as possible. Written report shall follow to the Division Head no later than the next day, and should be postmarked to the parents no later than three school working days following the use of restraint. When a restraint has resulted in serious injury or when an extended restraint (restraint lasting longer than 20 minutes) has been administered, the school shall also provide a copy of the written report to the Department of Education within 5 school working days, as well as a copy of the record of physical restraints for the thirty day period prior to the date of the reported restraint. A list of what is required in all the written reports shall be available from the Controller/Compliance Officer. In the case of a publicly funded student, the Compliance Officer will call the sending town and the DESE informing them of the incident, this is followed up by the filing of Form 2.

After the use of physical restraint, follow up is required with both the student and staff members involved. Staff shall review the incident with the student and identify the patterns and behaviors that precipitated the restraint, investigate alternative behaviors and negotiate a contract for future behaviors. Staff members should document the incident, review the staff's response, investigate ways to strengthen team response and negotiate changes to the team's response, and identify patterns for the staff response.

The Division Head is responsible for maintaining an on-going record of all instances of physical restraint, which will be made available for review to the Department of Elementary and Secondary Education, upon request.

Suspensions and Terminations

When disciplinary action on a student requires the need to implement an in-house suspension, at-home suspension, early dismissal, or termination, further steps need to be taken in order to meet federal and state regulations.

Prior to a decision to suspend a publicly funded student, the Head of School or Division Head must notify the School District Coordinator, so he/she can be sure that the correct steps are followed and the appropriate people are notified.

Short-Term Suspensions

Once the decision is made to put a student on short-term suspension, the Head of School or Division Head must provide immediate notice to the parents and, in the case of a publicly funded student, the placing school district. In the case of a publicly funded student, the School District Coordinator must also be informed immediately. Written notice is sent to the

parents or guardian and, in the case of a publicly funded student, the placing school district within 24 hours explaining the reasons for the suspension.

The parent is required to come to the school to meet with the Division Head and to take the student home. In the case where a parent cannot be reached, the student will begin to serve the suspension at school. When the short-term suspension is over, the parent must accompany the student back to school and again meet with the Division Head and possibly the School Counselor to review expectations.

When a child is suspended for more than three consecutive school days or five non-consecutive school days in the school year, a meeting is called and the school, parents, and in the case of a publicly funded student, the public school district, consistent with federal requirements, shall explore together all possible program modifications within the school in an attempt to prevent more lengthy suspension of the student from the program.

The School District Coordinator is responsible for keeping records of the number and duration of the suspensions of publicly funded students.

Long-Term Suspensions

If a proposed student suspension will exceed more than 10 consecutive days or 10 cumulative days during the school year, the School will convene an emergency meeting consisting of the Division Head, the student's advisor/teacher, the parents and, in the case of a publicly funded student, the School District Coordinator and a representative of the funding town, during the period of the short-term suspension. The group will meet to develop or review a functional behavioral assessment of the student's behavior and to develop or modify a behavior intervention plan and to identify appropriate alternative settings. During this meeting, the group must also conduct a manifest determination, to determine the relationship between the disability and the behavior. To do this, the group will ask questions including:

- Is the IEP appropriate? (in the case of a publicly funded student)
- Is the placement appropriate?
- If there was a behavior plan, was it implemented?
- Does the student understand the impact and consequences of his/her behavior?
- Can the student control his/her behavior?

If the group determines that the behavior is NOT a manifestation of the disability, the school may suspend or terminate the student consistent with the school's policies.

If the group determines that the behavior IS a manifestation of the disability, the School and the parents will take steps to modify any behavior intervention plan, and/or the placement. In the case of publicly funded students, the placing district in coordination with the School, takes steps (with the consent of the parent) to modify the IEP, any behavior intervention plan, and/or the placement.

Terminations

The School will not terminate the enrollment of any student without informing the parents and, in the case of a publicly funded student, the enrolling school district. In the case of a publicly funded student the School will not terminate a student until the enrolling school district assumes responsibility of the student.

At the request of parents, and in the case of a publicly funded student the sending town, the School shall delay termination of a student for up to two calendar weeks to allow the parent and, in the case of a publicly funded student, the public school district the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student's termination.

In a case where all parties consent the termination of enrollment may be delayed for longer than two calendar weeks.

Planned Terminations

In the case of planned terminations of a publicly funded child, the school shall request an IEP review meeting and provide 10 days notice to all parties involved. The purpose of this meeting would be to develop a clear and specific termination plan for that student, and shall be implemented in no less than 30 days, unless all parties agree to an earlier termination date. As soon as any planned termination is considered, the School District Coordinator must be notified.

For all planned terminations, a student withdrawal form must also be filled out, signed and returned to the Registrar in order to complete the student's file.

Emergency Terminations

In the case of emergency terminations of a publicly funded child, where the student presents as a clear and present danger to him or herself, other students or faculty within the school, the placing school district must be notified immediately of the situation, and a Form 2 must be filled out and provided to the Department of Education. The School District Coordinator must be informed of all incidents of emergency terminations, in order to follow appropriate rules and regulations.

For all emergency terminations, a student withdrawal form must be filled out, signed and returned to the Registrar in order to complete the student's file.

HEALTH & SAFETY

Please note that The Carroll School does require annual health examinations. The School, however, does not provide health examinations.

The School thereby recommends that parents consult your health care provider, the local school committee or the local board of health for information about these examinations and to ensure these exams are carried out for your child.

Accident Procedures

A School Nurse is available during regular school hours to provide first aid, to administer medication, and to monitor children who feel ill during the school day. In the case of an accident at school requiring medical treatment beyond first aid, an attempt will be made to reach parents directly. The child will be transported to the nearest medical facility.

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

Massachusetts student injury resulting from a motor vehicle accident during transport by school staff (including contracted staff) which requires medical attention.

Because students are transported to and from school by parents, carpools or transportation companies, contracted by parents and school districts, the School has not formally addressed this issue by recording a policy and procedure in its policies and procedures manuals. However, the proper procedure for handling the instance of a student injury resulting from a motor vehicle accident during transport by school staff (including contracted staff) which requires medical attention is reviewed in The Carroll School mandated bus driver training.

If the bus is involved in an accident, the driver should remain calm and assess the situation with a clear mind. The following procedures and training statements are to become effective immediately:

Stop the vehicle immediately, no matter how trivial or unimportant the crash may seem. Do not move the vehicle unless authorized to do so, or unless its location may result in further danger. Set parking brake, activate four way flashers, and turn off the engine. (If driver must exit, remove keys.) Assess if there are any injuries and what assistance is needed. Notify the police, your immediate supervisor and the Business Office immediately, giving the location of the crash, if there are injuries, and what assistance is needed. Evaluate the scene to determine if the vehicle needs to be evacuated. If the bus is evacuated, make certain all passengers are together in a safe place. Check for injuries. If there are severely injured passengers, make them comfortable, but do not move them unless it is absolutely necessary. When another vehicle is involved, obtain driver's name, license number and state of issue, insurance company and a list of passengers. If there are witnesses, get names, addresses and phone numbers. Remain at the scene until a law enforcement officer tells you to proceed. Do not release any student to anyone without the proper authorization, i.e. superintendent or designee. Do not discuss the crash with anyone other than a law enforcement officer, your immediate supervisor, or the Head of School or designee.

Remember, no matter how minor the crash may appear, stop the vehicle, notify proper authorities, assess injuries, assess the damage to the bus, and make a list of all passengers on board.

Access the accident reporting kits that are located in your Emergency Packets in the school bus to help facilitate the information sharing and gathering process. The packet contains a seating chart on which to fill out the passenger list, business cards containing insurance and other relative information which can be given to the involved party and the police officer.

Remember to gather all the necessary information needed to file an accident report before leaving the scene. As soon as possible, when your responsibilities to the students have ended or have been assumed by the proper authority, fill out all required accident forms. Explain what you actually observed. Details such as weather, road conditions, time of day, and the actions of other driver(s) should be included.

Upon notification of an accident involving serious injury to a student, the driver's immediate supervisor is responsible for notifying the child's parents. If a parent cannot be contacted, call either alternate listed in Student Information notebook located in the School Nurse's office. The supervisor is responsible for report any incident to the Compliance Officer/Controller who, in the case of a publicly funded student, will telephone the DESE to report the incident and then file a Form 2.

Communicable Diseases

If a child has been diagnosed as having an infectious or communicable disease, the parent or guardian must inform the School Nurse immediately. This includes: chicken pox, measles, mumps, conjunctivitis, and mononucleosis. (For HIV, also known as AIDS, see below.) If a student has a communicable disease, all parents will be notified of the case and advised of

the incubation period and symptoms. The ill child's physician must inform the school in writing when it is safe for the child to return to school.

If a child has been diagnosed as having HIV virus (Acquired Immune Deficiency Syndrome) the parents/guardian and the physician of that child are required to inform the Head of the School at the same time that the physician informs the Massachusetts Department of Health. The Head in turn, will inform only those with an absolute need to know in order to 1) assure proper care for the child and 2) detecting situations where potential for transmission may increase. All such information will be kept in the strictest confidence.

Decisions concerning school attendance by a student infected with HIV virus will be made on a case by case basis by the personal physician in consultation with the school pediatrician, the parents, and the Head of School.

The School's position on policies and procedures with regard to HIV virus and blood-borne pathogens, approved by the Trustees, is available upon request.

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. This fever-free period must be without use of fever reducing medicines.

Medical Leave

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 child's parents, doctors and therapists to make accommodations responsive to the child's needs. However, The Carroll School is not a therapeutic institution and does not have the resources necessary to do more than dispense medications required for the treatment of medical and/or psychosocial conditions and report on a child's daily performance. When a student's needs require accommodations that go beyond modification of homework obligations, reasonable time for off-campus therapy, and/or check-ins by the

nursing and counseling staffs, the School will consider withdrawal or placing a student on a medical leave. Decisions to place a student on a medical leave and/or to permit a student to return to class after a medical leave will be made by the Head of School.

While a student is on medical leave, the School will provide academic support such as creating and grading appropriate homework assignments, meeting with the parents and/or the student at school to review work, interacting with a tutor retained by the student's parents, and assisting doctors and therapists to understand activities at school.

Although there can be no absolute rules about when The Carroll School will place a student on a medical leave, the following considerations will generally be used in considering whether a medical leave is appropriate.

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

- a) The student is suffering from a condition which will prevent her/him from attending class regularly, and the duration of that condition is expected to exceed 10 consecutive school days;
- b) 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 medical leave when one or more of the following conditions apply:

- c) 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 her/himself or other members of The Carroll School community;
- d) 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 her/him at the School;
- e) The student's activities, as they affect The Carroll School community, 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 Carroll School Community.

The School will ordinarily respond to breaches of the rules for student conduct set forth in the Parent and Student Handbook in accordance with the disciplinary procedures specified in the Handbook. The School reserves to itself sole discretion to determine, after consultation with qualified mental health consultants, whether particular violations of its rules are manifestations of a psychosocial condition.

Medical Forms

State law requires that the School have on file a report of a complete medical examination given annually for each student. Each new student and all returning students must have a medical report from a physician on file **before the student can attend class.**

Medication

A copy of the complete policy and procedures governing the administration of medication during School is available upon request from the health office. If a student needs to take medication, the following procedures must be followed.

No prescription medication shall be administered to the student without the written order of the physician prescribing the medication and written parental permission.

All prescription and nonprescription medication must be in a pharmacy or manufacturers' labeled container. No more than a thirty-day supply of medication shall be stored at the school. (A parent or guardian should deliver all medication to the school nurse). If necessary, other arrangements can be made with the approval of the School Nurse.

For short-term medications, i.e., those requiring administration for ten days or fewer, the pharmacy labeled container may be used in lieu of a doctor's order.

Counseling Team

The counseling team is made up of five school counselors coordinated by the Division Heads. The team works with a consulting psychologist who meets with the team on a regular basis during the academic year.

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 s/he 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 is sent with an adult from school, preferably our school nurse, to the nearest medical facility. Parents will be called immediately to meet their child.

In order for a student to reenter school, the School must receive written permission from his/her physician the day before reentry. On the day that the student returns, parents must accompany their child for a meeting with the appropriate school personnel.

Child Abuse and Neglect

Carroll's procedure for reporting suspected child abuse or neglect reflects the regulations established by the Commonwealth of Massachusetts General Law Chapter 119, Section 51A. This law mandates that any employee of The Carroll School must report any suspicion that a child is at risk of either abuse or neglect to the Division Head, Head of School, or school counselor, who in turn notifies the Massachusetts Department of Children and Families within 48 hours of notification.

STUDENT RECORD ACCESS

Confidentiality

Information about Carroll students is treated in a confidential manner. All requests for information about a current or former student should be referred to the Registrar. Information about students should only be shared with others within the School on a legitimate need-to-know basis.

Custody

In the case of a student who is in the legal custody of only one parent or guardian, a copy of the legal agreement must be on file at the School. Custody agreements may also affect release of information, such as school reports. Parents should notify the School if this is the case for their child.

Student Files

Information requests for student files, whether a current or former students, should go through the Registrar.

Student Observation and Evaluation/Assessment Policies

The School appreciates the need for on campus evaluation and assessments of our students, such evaluation/assessment can include student observations in an academic setting, the completion of forms and materials (examples include but are not limited to Teacher Classroom Assessment form(s), the BASC or Connors Scale forms, Education Assessment - Part A or Part B etc.). To facilitate the proper protocol is followed per Department of Education and Federal Law all requests or inquiries for student information either by private evaluators, therapists, and/or public school representatives should be referred to the Office of the Registrar (781-259-8342 x 9715).

Student Records

In accordance with DESE regulations, and state and federal law, The Carroll School has implemented the following policy regarding access to student records:

The Carroll School will provide the custodial parent(s) access to their child's education records. A non-custodial parent is eligible to obtain access to the student record unless there is a court order or other legal document specifically stating otherwise. If this is the situation The Carroll School shall place in the student's record documents indicating that a non-

custodial parent's access to the student's record is limited or restricted. In order to obtain access, the non-custodial parent must submit a written request for the student record to the Division Head. Upon receipt of the request the School will immediately notify the custodial parent by certified and first class mail, in English and in the primary language of the custodial parent that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the Division Head with documentation that the non-custodial parent is not eligible.

The complete text of the Massachusetts Department of Education regulations concerning access to student records is available online at <http://www.doe.mass.edu/lawsregs/603cmr23.html>

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their child(ren)'s education records. These rights transfer to the student when he/she reaches the age of 18 or attends school beyond the high school level.

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of the records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge for copies.
- Schools must have written permission from the parent or eligible student in order to release any information regarding a student's education record. However, FERPA allows schools to disclose those records without consent to the following parties:
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to the student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies;
 - State and local authorities within a juvenile justice system, pursuant to specific state law.

In accordance with FERPA, DESE regulations, and state law the school may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

The student files are managed in a manner consistent with Massachusetts Student Record Regulations 603 CMR 23.00 and M.G.L. c.71 ss34H. The School will make the student records of enrolled publicly sponsored Massachusetts students available to the Department of Elementary and Secondary Education upon request.

TECHNOLOGY ACCEPTABLE USE POLICY • ACADEMIC YEAR 2011-2012

The Carroll School Computer Network (the “CarrollNet”) is established for the educational and professional use of The Carroll School 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 Carroll School regulates access to and use of the CarrollNet by principles consistent with the educational mission of The Carroll School, and the rules and expectations published elsewhere (i.e. Student, Parent, or Faculty Handbook). 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 Carroll School may also report offenders to applicable law enforcement agencies.

The CarrollNet provides access to the global Internet. The Carroll School 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. The Carroll School 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 Acknowledgement form and Laptop Contracts are legally binding and indicate the parties who have signed have read the terms and conditions of this Policy carefully and understand their significance.**

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 Carroll School. The Technology Office will deem what is inappropriate use and will refer any such conduct to The Carroll School Administration. The Carroll School, in its sole discretion, reserves the right to determine 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 The Carroll School, 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

The Carroll School routinely monitors usage of CarrollNet and may review any communications on its systems. The Carroll 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 The 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 Carroll School to monitor all activity.

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. The following guidelines will help maintain CarrollNet security:

- a. If you feel you have identified a security problem on the Internet, you must notify the Directory of Technology.
- b. Do not allow anyone else to use your account and do not use another individual's account.
- c. Inappropriate attempts to access a server as an administrator will result in immediate cancellation of User privileges and/ or discipline.
- d. 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 of software on The Carroll 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 / content include, but is not limited to, the following:

Students may not access, upload, download, transmit, display or distribute:

- a) offensive material – content that is in poor taste or could be considered obscene, abusive, or sexually explicit language, racist, illegal, harassing or inflammatory.

- b) distribute 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.
- c) 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.

Hardware

The 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 to attempt to modify the existing hardware configuration of The Carroll School 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 The Carroll School computers or to The Carroll School internal network, without the expressed knowledge and written consent of the Director of Technology or his/her designee.

Plagiarism

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

Contact

Each student and employee is responsible for all activity that occurs under his/her user account. Students and employees 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, faculty and staff 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 The Carroll School computers.
- d. Disable or modify any running tasks or services.

- e. Transfer and/or store music files from any personal devices to The Carroll School systems.
- f. Play games, unless directed to by an instructor or supervisor for educational purposes, at any time on The 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 accessing 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 any network providers.
- l. Use 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 his/her instructor or supervisor.
- 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.

Consequences

Use of school computers and the internet is a privilege. Failure to abide by the terms of this policy will result in the following disciplinary actions:

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. Any student violating the terms of this document will receive appropriate disciplinary action. As defined in the student handbook, under "Violating Computer Use Policy" students could lose computer/network privileges, and/or receive detention, suspension or expulsion.

The Director of Technology or his/her designee may close an account at any time as required. The administration, faculty and staff of The Carroll School may make a request to the Director of Technology or his/her 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 Carroll 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.

Bullying is the repeated use of a written, verbal or electronic expression, physical act or gesture, or any combination thereof, directed at another student that (1) causes physical or emotional harm to the student or damage to the student's property; (2) places the student in

reasonable fear of physical injury or of damage to property; (3) creates a hostile environment at school for the student; (4) infringes on the rights of the student at school; or, (5) materially and substantially disrupts the education process or the orderly operation of a school. A hostile environment is 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.

Cyber-bullying involves an act of bullying through the use of technology or any electronic communication, including but not limited to electronic mail, internet communications, or instant messages. Cyber-bullying also includes the creation of a web page or blog in which the creator assumes the identity of another person; or, the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions described in the definition of bullying. Cyber-bullying also includes 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 described in the definition of bullying.

The Carroll School shall, in its sole discretion, determine whether such conduct violates this Policy and any other policies of The Carroll 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 The Carroll School 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 Carroll School's reputation, its employees, or its students or their families. 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.

The Carroll School 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, MySpace, Twitter, Flickr, LinkedIn, etc.), 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 Carroll School community, s/he must 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 The Carroll School's community standards on harassment, student relationships, conduct, professional communication, and confidentiality:

- a. Users should not make statements that would violate any of The Carroll School's policies, including its policies concerning discrimination or harassment;

- b. Users must uphold The Carroll 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;
- c. Users may not disclose any confidential information of The Carroll School or confidential information obtained during the course of his/her employment, about any individuals or organizations, including students and/or their families.

The Carroll School 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 an employee'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 employee or student cease such activity. Depending on the severity of the incident, the employee or student may be subject to disciplinary action. The Carroll School reserves the right to impose discipline, up to dismissal or termination, for any behavior on or off campus that Carroll determines may impair or negatively impact the reputation of the school.

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 condition for the acquisition and use of software found on the Internet. The 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.

Chain Letters and Other "Spreading" Schemes

Whether in e-mail or in newsgroups, chain letters, 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:

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

Waiver of Warranties; Limitation of Liability

The Carroll School makes no warranties of any kind, whether express or implied, concerning this service. The Carroll School 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. The Carroll School 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 The Carroll School, in addition to internet use.

Entirety of Agreement

The terms and conditions stated in this Policy, and all other policies of The Carroll School incorporated herein, reflect the entire agreement of the parties with respect to the subject matter stated herein. This Policy supersedes all prior oral or written agreements and understandings of the parties. This Policy shall be governed by and interpreted in accordance with the laws of the Commonwealth of Massachusetts and the United States of America.

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 system administrator. Users are not to load software on any school computer. Each User is permitted reasonable space to store e-mail, Web, and personal files, as mandated by system file quotas. The Carroll School reserves the right to 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, The Carroll School provides 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.

The Carroll School Parent & Student Handbook 2011-2012 Acknowledgement

Student name: _____ DOB: _____

Student's Primary mailing address:

<i>Street/PO Box</i>	<i>City</i>	<i>State</i>	<i>Zip</i>
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Custodial Information

Student resides with: (circle one) Both Parents Mother Father Other (specify)_____

Primary Language spoken in the home: _____

In accordance with DOE regulations, and state and federal law, the school is required to inform parent/guardian of the following policies and procedures:

Synopsis of policy, full text available in The Carroll School Parent and Student Policy Handbook

Student Record Access

The Carroll School has implemented the following policy regarding access to student records/information:

- The Carroll School will provide the parent(s) access to their child's education records, unless there is a court order or other legal document specifically stating otherwise. Upon receipt of such a court order the school shall notify the non-custodial parent that it will cease to provide access to the student record, and place such notification in the student's record. The school will further require written consent from the custodial parent(s)/legal guardian prior to releasing any student specific information to any outside agency or person including the parent(s).

Physical Restraint Policy

Physical restraint shall be used with extreme caution and only by intervention team members in emergency situations after all other less intrusive alternatives have failed.

- The primary goals of physical restraint are: Physical restraint should only be used when needed to protect a student and/or a member of the school community from imminent, serious, physical harm, and to prevent or minimize any harm to the student as a result of the use of physical restraint.

Acceptable Computer Use Policy

As the parent/guardian of this student I understand that access to The Carroll School computer network (CarrollNet) is designed for educational purposes and the school had taken available precautions to eliminate controversial materials. However, I also recognize it is impossible for the school to restrict access to all controversial materials, and will not hold The Carroll School, its employees, agents, faculty, staff, or representatives, responsible for materials acquired on the CarrollNet. I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child, and certify that the information contained on this form is correct.

_____I acknowledge receipt of 2011-2012 The Carroll School Parent and Student Policy Handbook.

_____I have reviewed the policies and procedures contained therein including the full text of those governing Student Record Access.

_____I have reviewed the policies and procedures contained therein including the full text of those governing Disciplinary Action and agree to the use of Physical Restraint when it serves to provide safety for my child and all others in the Carroll community.

_____I have reviewed the policies and procedures contained therein including the full text of those governing Acceptable Carroll School Computer Network (CarrollNet) and Internet Use and give Carroll permission to use applications that are educationally beneficial.

Parent/guardian Print your Name: _____

Parent/guardian signature: _____