



THE CARROLL SCHOOL

2009-2010

Parent and Student  
Policy Handbook

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[www.carrollschool.org](http://www.carrollschool.org)



# THE CARROLL SCHOOL

Dear Parents,

In the parent summer mailing, we send copies of The Carroll School Policy Handbook to each of our students and their parents. We do so in the hope that you will read through the Handbook to acquaint yourselves with expectations, opportunities, procedures, and policies at Carroll.

Our goal is to minimize the barrage of summer mailings by including most of what you need to know in this Policy Handbook. You must sign and return a sheet to Carroll stating that you have read the handbook and that you understand its contents! This sheet is enclosed.

In the front section of the handbook you will find *Essential School Dates and Closings* along with another important list of Fall events. Please look these over as they will help you negotiate the beginning of the year.

If you have any questions about the information listed above, please contact either Susan Kingman, the Lower School Division Head, at X3027 or Larry Brown, the Middle School Division Head, at X3301.

It is also very important that we have your correct email address. If you make any changes to your email address, please send the new address to our registrar, Linda Anderson-Snow, at [landerson-snow@carrollschool.org](mailto:landerson-snow@carrollschool.org) and to the Carroll Parents' Association Liaison, Erica Davidson at [edavidson@carrollschool.org](mailto:edavidson@carrollschool.org).

Yours,

Stephen M. Wilkins  
Head of School

# Parent/Student Policy Handbook

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# THE CARROLL SCHOOL

## **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 and implemented in Outward Bound Schools throughout the world. The gardener's shed became home for the Bounders Program and nights in the darkness of the Storrow's bomb shelter 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 275 students who come daily to campus from many cities and towns in Massachusetts as well as from New Hampshire. The School has a staff of approximately 151, including over 100 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 seven. Carroll's academic program ends at the conclusion of eighth grade.

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 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 Education. 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. Lunch is from 11:55am-12:35pm.

### **Morning Drop-off**

Children may be dropped off at 7:30am in the Gym where a supervised setting is provided until the beginning of school. Children may not arrive at School before 7:30am.

After 8:00am, Lower (except for 5<sup>th</sup> grade Gatehouse students) and Middle School students will be dropped off at Needham Station, which is located 50 yards past the gym. Fifth graders get dropped off in the circular drive to the left of the Gatehouse courtyard.

At Needham Station cars should pull up to the side walk on the left and form a single line while dropping off students. LOOK before you pull back out into the driveway, as cars may be passing or exiting from the Spaulding parking lot. **FOR SAFETY, ONLY ONE VEHICLE AT A TIME SHOULD DROP OFF STUDENTS.**

Students who arrive after 8:20, must be escorted by a parent to the Lower School Administrative Assistant, or in the Gatehouse to a teacher. Middle School students must be escorted to the receptionist in the Storrow House, Admission entrance.

### **Afternoon Pick-up**

- Cars may not come on campus until 2:45. 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 into the field. Circle around and *wait in line* until given the signal to go up the

- driveway.
- Please remember 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 while waiting for pick-up.
- 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 also send a note to the Administrative Assistant of his/her school 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 3:15pm (12:15 on Fridays) for all students will be at Needham Station.
- It is expected that all students will be picked up by 3:30. After that time students will wait in the Admission Lobby for their rides.
- Pick-up time for Extended Day (M-Th) is 4:45pm at the gym.
- Pick-up time for Friday Afternoon program is 4:30pm at the gym.
- 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.**

### **Extended Day Program**

The Extended Day Program is provided for students needing supervised time after school. There is an extra fee for this activity period. The program runs from 3:15 - 4:45pm, Monday through Thursday. Activities vary by season and a list of activities accompanied by a fee schedule is mailed prior to the start of each Extended Day session. Pick up is in front of the Gym. It is expected that students will be picked up promptly at 4:45pm.

### **Transportation**

Because students are transported by parents, carpools or transportation companies, 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 have a 12:15 dismissal.

### **Friday Afternoon Program**

The Friday Afternoon Program provides an alternative to pick-up on Friday at 12:15pm. This program is designed to challenge each child both physically and educationally. The program runs from 12:15pm until 4:30pm. Activities include skiing, hiking, biking, fishing, canoeing, and various trips and tours. Advance sign-up is recommended; weekly sign-up is available on a first-come first-served basis. A list of activities with a fee schedule is mailed to each family. Pick up is in front of the Gym at 4:30pm.

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

To read about Carroll School and our School's current News and Events, go to our website [www.carrollschool.org](http://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 Carroll School's 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
- 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 in the mail and electronically

**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](http://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.

**Call-In Hours and Emails to Faculty and Staff**

Faculty and staff can be reached between the hours of 8:00am and 4:00pm. At the front of this handbook is a list of important Administrative extensions.

The Lower School Division Head can typically be reached every morning at 781-259-8342 X3027. The Middle School Division Head can be reached at X3301.

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: the 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 Lower School as well as in the Gym.

**Lunch**

Students bring their own lunches and the School provides milk. Student groups sell pizza, hot dogs, and snacks on designated days as fundraisers.

**Toys and Electronics from Home**

No electronic music or game players (iPods, GameBoys, MP3's, CD's etc.) are permitted during school hours. Cell Phones must be turned OFF while on school grounds. Students needing to make a phone call must get permission from a teacher and use a school phone. Skateboards are not permitted for use on school grounds.

**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.

## **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 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.

Although a younger child may appear physically competent, the Interscholastic Sports Program is reserved for those students who are physically, intellectually, and emotionally prepared. It is for this reason that Carroll maintains a policy that allows eligibility for interscholastic sports for the Middle School.

## **ACADEMIC MATTERS**

### **Carroll School Belief Statements**

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

1. 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. 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 progression 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 withhold credit for a class or to request the student repeat the year if he/she is absent 20 days or more 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 3042 (Lower) or 3305 (Middle) 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, report with their parents to the Lower School Administrative Assistant, or to a teacher in the Gate House. Middle School students should be escorted by a parent to the receptionist in Storow 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 Education (DOE), are usually scheduled in March (English Language Arts) and May (Science/Technology, Math, History/Social Studies). The DOE 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" – 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 to read or be 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 2 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
<b>LANGUAGE</b>	35 min reading/skill	35 min reading/skill	35 min reading/skill	35 min reading/skill	20 min reading	20 min reading
<b>MATH</b>	15 min	15 min	15 min	15 min	15 min @ other wk	
<b>SCIENCE</b>		20 min		20 min		
<b>SOCIAL STUDIES</b>	20 minutes		20 min			
<b>MAXIMUM TOTAL</b>	70 min	70 min	70 min	70 min	20-35 min depending on week	20 min

### Middle School 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.

#### Daily Homework

Grade	Language	Math	Science/History	Total
6	15 min reading/20min skill	20 min	10-15 min each	70 min
7	15 min reading/25min skill	25 min	10-15 min each	80 min
8	20 min reading/30min skill	25 min	15 min each	90 min

#### Weekend Homework

Grade	Language	Math	Science/History	Total
6	15 min reading/20min skill	20 min	10-15 min each*	70+/- min
7	15 min. reading/25min skill	25 min	10-15 min each*	80+/- min
8	20 min reading/30min skill	25 min	15-20 min each*	95+/- min

\*Science and History teachers at each grade level will try to coordinate it so that your child does not have weekend homework from both subjects too frequently, particularly in the Sixth 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:

- Solid colored, collared, polo or buttoned down shirts with or without the Carroll School logo must be worn at all times, whether alone or under a sweater, vest or sweatshirt.
- Jeans, khakis, chinos, and slacks for boys and girls but no sagging pants with exposed under clothing.
- Shorts with an appropriate hemline may be worn in the fall and the spring.
- Children in Grades 1-4 may wear sweatpants.
- Girls are permitted to wear skirts, Capri pants and dresses. The length of skirts and dresses must be appropriate.

#### 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, symbols, or images are not permitted.
- Any athletic clothing (sweatpants, warm-up pants, athletic shorts etc.), cut-off short or pajamas.
- Sagging below the waist or skin-tight clothing.
- Visible undergarments or bare midriff.
- Flip flops or thong sandals of any kind.

Students must bring appropriate **clothing for physical education**. Gate House and Middle School students 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 Acceptable Use Policy. 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. See Appendix "A" at the end of the document to view the *Acceptable Use Computer Policy*.

#### 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. 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.

This year 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.” Families may be asked to supply specialized materials such as calculators.

### **Student Telephone Use**

Students are given permission to use the telephone, 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**

Student progress at The Carroll School is evaluated constantly and is based on both formal testing and observations by the faculty. The expectation is that a child who is ready for transition from Carroll is capable of assuming greater independence and more responsibility for learning, and that s/he understands more about his/her own strengths and weaknesses. It is expected that basic skills for that level have become relatively automatic, although they may need regular review and reinforcement. Basic skills should be close to or above grade level depending on the program to which the student is transitioning.

The Division Heads and Department Heads and teachers 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](http://www.carrollschool.org) for:

- News items
- Events
- Parents’ Page
- Parents’ Association activities
- Links to Resources about language-based learning disabilities

#### **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.
- The Insider’s Guide to Carroll: A comprehensive guide to Carroll and the surrounding area prepared by veteran parents for new parents. Copies are available in the Parents’ Association office, Gate House Annex, 2<sup>nd</sup> Floor, or call Erica Davidson, X3038.

#### **Parent/Teacher Conferences**

- Parent conferences will be scheduled each year in the fall, winter and spring. The child’s teachers will be present at the conference. Your appointments will be scheduled by the appropriate division’s Administrative Assistant.

- When a student's academic progress suggests that he or she will be ready to leave 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, GMADE and Iowa Test of Basic Skills are used for school assessment.

Students who are on Massachusetts IEPs participate in MCAS testing. Year-end test results and the results of the Iowa Test of Basic Skills are shared with parents. MCAS test results are mailed home.

### **Student Observation and Evaluation/Assessment Policies**

The Carroll School acknowledges a parents' or sending towns' need for on campus evaluations and assessments of our 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 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 3015).

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 Head(s). Each division has its own procedures for dealing with student discipline, based on the ages and developmental stages of its students

Certain offenses within the school may result in automatic suspension or expulsion. These offenses are:

- bringing alcoholic beverages or drugs onto campus
- theft
- vandalism of a significant nature
- physical violence
- selling of drugs on campus will result in an automatic termination
- possession of a weapon will result in an automatic suspension

### **Student Conduct: Lower School**

The expectation in the Lower School is that all members of the community will treat each other with kindness and respect. The Lower School is designed to be a safe place where one's feelings, person, and possessions, are free from harm. The Lower School approach to student discipline was developed to reflect the developmental

levels of the students. Student discipline relies heavily on proper classroom management and thoughtful discussion. This includes a structured established routine, careful explanation of expectations, positive reinforcement of appropriate behavior, warm interaction with students, and consistency among the faculty on appropriate student behavior.

All discipline concerns are referred to the Lower School Division Head. In the case of continued disruptive behavior, the Lower School Division Head will inform the parents, and then may handle the case in one or more of the following ways: parent conference, in-house suspension, home suspension, probation. The Lower School Division Head may refer a student and the discipline to the Head of the School, who is informed regularly of student behavior. Some of the consequences for infractions may include, written apologies, community service, probation, in-house suspension, at home suspension, and if necessary, termination. If any disciplinary actions are implemented for a publicly funded student, the School District Coordinator must be informed immediately in order to ensure proper compliance with all applicable rules and regulations.

### **Student Conduct: Middle School**

Teachers use a variety of strategies to help students focus and attend to their work. Teachers give feedback to the student, notify parents and track patterns when behavioral transgressions occur.

It is believed that consistent and productive communication with parents or guardians is a critical piece in providing the structure needed to a team oriented approach in educating and developing the students. Teachers, advisors, school counselor and administration will take regular opportunities to communicate and problem-solve issues throughout the school year. When behavior issues become larger than a teacher can address, the Behavior Review Team, composed of teachers, meets to analyze the difficulties in depth. The Behavior Review Team then makes an action plan which is implemented by the Division Head, student advisor, teaching team and counseling staff.

### **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. The “time-out” areas are located in the hallways of each school; there are no doors on these areas. The Division Head is responsible for monitoring these areas during the day.

### **Physical Restraint Policy *(Inclusion of this statement is required by the DOE)***

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. 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.

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.

## **Harassment/Bullying**

The School seeks to protect all from harassing/bullying behavior. Harassment/bullying of any kind is not tolerated. All students, faculty and administrators must demonstrate conduct that is not offensive or harassing. The goal is a school environment that is free from language and behavior that has the purpose or the effect of creating a hostile, intimidating or offensive academic environment for any person. Behavior and language related to a person's gender, race, color, sexual orientation, religion, size, or disability is inappropriate. This behavior and language has the purpose or effect of interfering with a student's academic performance and will not be tolerated. Examples of such prohibited conduct include, but are not limited to the following:

- Name-calling, teasing, rumors or inappropriate jokes
- Offensive or graphic posters, cartoons, pictures in lockers or on book covers
- Unwelcome touching
- Subjecting someone to personal indignity
- Sending electronic messages that hurt another student

Students must be aware that the intent of a comment, picture or action may be different from the way it is received or viewed by another person. This is often the source of the difficulty. Discussing the intent and how something is viewed or received often serves as the basis for correcting the problem. Students should let other students know when remarks are unwelcome. Problems with this issue should be brought to an advisor, a faculty member, or the appropriate Division Head.

## **Alcohol and Drugs**

Students may not purchase, possess or use tobacco, alcohol and other drugs. Drugs include, but are not limited to the following: marijuana, inhalants, hallucinogens, controlled substances and illegal substances. Violations of this rule will result in disciplinary action and may lead to dismissal.

If the School has reasonable cause to suspect a violation of the drug and alcohol policy, students may be required to consent to a drug and alcohol evaluation.

Some of the consequences for infractions may include, written apologies, detention, community service, probation, in-house suspension, at home suspension, and if necessary, termination.

The Division Head is empowered to evaluate the seriousness of any offense and determine where the student enters the disciplinary system. Ultimate authority regarding disciplinary action resides with the Head of School.

If there is any disciplinary action needed for a publicly funded student, the School District Coordinator must be notified immediately to ensure proper compliance with all applicable rules and regulations.

## **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 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 that 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 Emerson Hospital in Concord by ambulance.

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.

### **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.

### **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.

Lower School students may not self-administer any medications, including inhalers.

### **Counseling Team**

The counseling team is made up of four 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 while in a classroom or to another student that s/he is thinking about or feels suicidal, the teacher or student hearing the comment forwards it to the counselor who makes a determination as to its level of severity, and then may call the parent, speak to the outside therapist, or if it is acute, speak to the appropriate Division Head. If the situation is determined to be acute, the student is sent with an adult from school, preferably our school nurse, to Emerson Hospital. Parents will be called immediately to meet their child at the ER.

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.

## **STUDENT RECORD ACCESS**

### **Confidentiality**

Information about Carroll students is treated in a confidential manner. This means that all requests for information about a current or former student should be referred to the Head of School for response. It also means that 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 3015).

## **Student Records**

In accordance with DOE 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, DOE 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.