



STUDENT/PARENT HANDBOOK 2016-17

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The New Community School is accredited by the Virginia Association of Independent School and is licensed by the Commonwealth of Virginia.

At times, local school districts will place a student at New Community. Parents, students, and placement agencies have the right to file any grievance or complaint against the school with the Virginia Department of Education.



2016-2017 Calendar

August 22	Monday	Fall Athletics Begin
August 25	Thursday	“Be an 11” Athletic Culture Workshop for Students and Parents 5:30pm – 8:30pm
August 29	Monday	Orientation – New Students & Parents 10:00am

First Quarter

August 30	Tuesday	First Day of Classes
September 1	Thursday	Family Picnic, 5:00 – 7:00pm
September 5	Monday	Labor Day – No Classes
September 8	Thursday	Parents’ Night (Parents & Teachers only) 6:30pm
September 9	Friday	Professional Development – No Classes
October 10	Monday	Fall Break – No Classes
October 11	Tuesday	Professional Development – No Classes
October 20	Thursday	End of First Quarter

Second Quarter

October 21	Friday	Progress Review – No Classes
November 23 – 25	Wednesday - Friday	Thanksgiving Holiday
November 28	Monday	Professional Development – No Classes
December 16	Friday	12:00 Noon Dismissal - Winter Break (No classes 12/19 -1/2)
January 3	Tuesday	Classes Resume
January 3 - 9	Tuesday - Monday	Review Period
January 10-13	Tuesday - Friday	Examinations – Special Schedule
January 14	Saturday	Make-Up Examinations
January 16	Monday	Martin Luther King, Jr. Day – No Classes
January 17	Tuesday	Progress Review – No Classes End of Second Quarter

Third Quarter

January 18	Wednesday	Classes Resume – Begin 2nd Semester
February 3	Friday	Ski Day – All School
February 20	Monday	President’s Day – No Classes
February 21	Tuesday	Professional Development – No Classes
March 3	Friday	12:00 Noon Dismissal - Spring Break (No classes 3/6 - 3/10)
March 13	Monday	Classes Resume
March 22	Wednesday	End of Third Quarter

Fourth Quarter

March 24	Friday	Progress Review – No Classes
March 31	Friday	Conference Day
April 13	Thursday	Professional Development – No Classes
April 14	Friday	Good Friday – No Classes
April 27	Thursday	College Night for 10th and 11th Grade, held at Collegiate School
May 11-12	Thursday – Friday	Upper School Drama Performance
May 13	Saturday	Prom
May 15	Monday	Professional Development – No Classes
May 19	Friday	End of Year Celebration Trips
May 22 - 26	Monday - Friday	Review Period
May 25	Thursday	Senior Dinner, 6:00pm
May 29	Monday	Memorial Day Holiday – No Classes
May 30 – June 2	Tuesday - Friday	Examinations – Special Schedule
June 3	Saturday	Make-Up Examinations
June 5	Monday	Progress Review – No Classes
June 6	Tuesday	Last Day of Classes, Closing Assembly - 12:00pm Dismissal
June 7	Wednesday	Commencement 5:00pm – All Students and Families, <i>Tier 3 Dress</i>
June 19	Monday	Summer School Programs Begin

2016-17 BELL SCHEDULES

MIDDLE SCHOOL

Monday - Thursday

1st Period	8:00 – 8:47
2nd Period	8:49 – 9:34
3rd Period	9:36 – 10:21
Break	
4th Period	10:43 – 11:28
5th Period	11:30 – 12:15
Lunch	
Extra Help	12:44 – 1:24
6th Period	1:26 – 2:06
7th Period	2:08 – 2:48
8th Period	2:50 – 3:30

Friday

1st Period	8:00 – 8:46
2nd Period	8:48 – 9:32
3rd Period	9:34 – 10:18
Break	
4th Period	10:36 – 11:20
5th Period	11:22 – 12:06
Lunch	
Extra Help	12:48 – 1:28
Math/Cross-Curricular	1:30 – 2:00
Break	2:00 – 2:15
Student Life	2:15 – 3:30

UPPER SCHOOL

Monday - Thursday

1st Period	8:00 – 8:52
2nd Period	8:55 – 9:46
3rd Period	9:49 – 10:40
Break	
4th Period	11:00 – 11:50
5th Period	11:53 – 12:43
Lunch	
6th Period	1:12 – 2:03
7th Period	2:06 – 2:57
Extra Help	3:00 – 3:30

Friday

1st Period	8:00 – 8:52
2nd Period	8:55 – 9:46
3rd Period	9:49 – 10:40
Break	
4th or 5th Period	11:03 – 11:53
6th Period	11:56 – 12:47
Lunch	
7th Period	1:23 – 2:14
Extra Help	2:17 – 2:43
Student Life	2:46 – 3:30

OBJECTIVES FOR STUDENTS

PERSONAL & SOCIAL

Students of The New Community School will

1. behave in ways that promote learning, health and safety, and respect for others, the school, and its purposes;
2. develop an appreciation for learning differences and a tolerance and respect for others;
3. develop and promote teamwork and true accomplishment by participating and contributing positively to group efforts in school and community activities;
4. behave in ways that reflect honor, sound judgment, and personal integrity;
5. pursue and develop personal strengths, interests, and passions;
6. develop healthy habits, learn decision making strategies, and acquire life skills.

SKILL DEVELOPMENT

Students will

1. become more knowledgeable about their learning styles, specific strengths and weaknesses, and the reasoning behind the educational approaches used at the school;
2. work with their teachers to improve reading, writing, spelling and math skills to the levels of their fullest potential;
3. improve organizational, planning, and study skills to the level that allows academic success and independence.

ACADEMIC GROWTH

Students will

1. work cooperatively with teachers to expand their knowledge and to try new approaches, providing a solid foundation for further education;
2. learn how to use library, as well as research and technological resources that help them become more independent learners;
3. ask relevant questions and use their strengths and intelligence to the fullest extent possible;
4. apply improved skills and strategies to academic work;
5. value academic integrity, including responsible digital citizenship.

PROGRAM REQUIREMENTS

DIPLOMA REQUIREMENTS

Requirements for an academic diploma at The New Community School are as follows:

ENGLISH	4 credits
MATHEMATICS	3 credits, to include both Algebra I & either Geometry or Algebra II*
HISTORY & SOCIAL STUDIES	3 units, to include at least 1 unit each of World History/Geography, Government, and American History
LABORATORY SCIENCE	3 credits, to include both Biology and Chemistry
PRACTICAL & FINE ARTS	1 credit
ELECTIVES	8 credits **
<u>LANGUAGE FUNDAMENTALS</u>	<u>2 credits***</u>
TOTAL	24 units*

* Modifications of these specific course requirements may be made by the Head of the School. These modifications may impact a student's college options.

**Typically these include Health and Physical Education as well as additional credits in Math, History, Science, Language Fundamentals, and Practical and Fine Arts.

***In most instances students take LF each year they are enrolled at TNCS.

In addition to the academic diploma requirements The New Community School requires several courses specific to certain grade levels. Beginning in the 7th grade, students are required to take a keyboarding class each year until they demonstrate that they have achieved minimum competency in keyboarding. All students in the high school who have not acquired these skills will continue to take a keyboarding class as one of their electives each year. All students must also pass the Computer Applications class, typically taken either in middle school or in 9th or 10th grade, unless they can demonstrate that they already have mastered the skills taught in that class. All juniors are required to take Junior Seminar which is a multi-disciplinary course dedicated to the preparation for college. Seniors must take and pass the Senior Seminar, which includes a required Community Service component, a job shadowing requirement, and a Senior Speech.

Students in grades 9 and 10 are required to be enrolled in Health and Physical Education classes for both years and will receive academic credit based upon the number of hours of instruction for those classes. Students who are unable to complete a class because of illness or other temporary condition will need to make up missed instruction. They may do so in a variety of ways, including summer school and enrollment in Health and Physical Education in the upper grades. Students who are unable to complete the required Physical Education classes because of **permanent** physical limitations may be granted a waiver of this graduation requirement upon the recommendation of the school nurse, the chair of the Health and Wellness Department, and the Head of School. In most instances every effort will be made to modify class requirements to allow the student to participate to the fullest extent possible.

Research and our experience support the importance of regular physical activity for adolescents. For this reason, students in grades 11 and 12, unless physically unable to do so (as supported by a doctor's note), will be expected to engage in regular physical activity for at least half the year. Opportunities to do so include but are not limited to: participation in varsity athletics at TNCS, participation in individual or team sports or other organized physical activity outside of TNCS, and enrollment in physical education class at TNCS. Students who wish to use participation outside of TNCS will supply verification of their participation in a timely manner.

Juniors and seniors will be expected to submit a written proposal for their athletic/physical activity plan **prior** to the opening of the school year in order to permit school officials to plan appropriately. Once a plan has been submitted and approved it becomes the student's responsibility to communicate any proposed changes to the school. All plans require the approval of a committee composed of the chair of Health and Wellness, Director of Studies, and the Head of School.

Diploma requirements at The New Community School meet or exceed Virginia State standard diploma requirements, and with the exception of foreign language, meet or exceed the units required for entrance to most colleges. Courses in

foreign language are not offered, because the introduction of a second set of language patterns is often counter-productive for students who have not yet mastered the patterns of their own language. Both the English and history departments provide students with many opportunities to become more aware of other cultures and heritages. In addition, language remediation often includes the study of Latin roots, prefixes, and suffixes, as well as the influence of other languages on the English language. Our research has shown that because The New Community School does not offer foreign language in our program, our students' college options are not typically hindered due to lack of foreign language credits. Where appropriate, students can pursue foreign language studies through customized options with approval from the Head of School. Many colleges which require foreign language will consider waiving that requirement for otherwise well-prepared students with documented learning disabilities. Typical graduates of The New Community School exceed the units in math, history, and science required for college entrance.

Diplomas are awarded once each year in June. Seniors who fail to meet diploma requirements by graduation day may, at the discretion of the Head of the School, participate in the graduation ceremony. Typically this will be in instances when it is anticipated that they will be able to complete their requirements by July 1. Should they complete their required work by July 1, they will receive their diploma at that time. A student who completes diploma requirements after July 1 would receive a diploma the following June and would be included on the roll of alumni as a member of the class for the year in which the diploma was awarded. Once a student has completed diploma requirements the school will confirm that fact in writing for colleges or employers. Only seniors who are enrolled at the school for the entire senior year may participate in the graduation ceremony. Senior Seminar is a senior course; a student who is not enrolled for the senior year will not be expected to take the Senior Seminar class.

Upper school students carry a full course load each year (typically 6.6 credits) and progress towards the graduation requirement of 24 credits. Occasionally students carry slightly reduced course loads but are still able to make adequate progress towards graduation. Typically if a student carries a reduced course load each year they will either need to take summer courses or extend their high school career to a fifth year. Students are classified according to the following standard:

- In order to be classified as a sophomore a student must have at least 4.8 credits
- In order to be classified as a junior a student must have at least 10.8 credits
- In order to be classified as a senior a student must have at least 17.5 credits

Credits earned at The New Community School are accepted for transfer by both public and independent schools. The New Community School is accredited by the Virginia Association of Independent Schools (VAIS), is a member of the Southern Association of Independent Schools (SAIS), National Association of Independent Schools (NAIS) and is licensed by the Commonwealth of Virginia.

GRADES & ASSESSMENT

At The New Community School, grades reflect mastery of the course objectives. Courses are designed to be intellectually stimulating and challenging with the appropriate skill support. Individual courses are described in the Catalog of Courses and outlined in detail in the Curriculum Guide each year. A grade reflects a student's performance in a course and shows the degree of success in meeting the objective at hand. Generally grades do not reflect difficulties with spelling and writing mechanics; however, in English classes students may be penalized for mechanical errors, if the particular error involves something the students have been taught and are now expected to apply.

Teachers strive to assess students in ways that fairly reflect their true mastery of the published objectives for the course. Students, parents, and other educational institutions rely on our grades to help them evaluate a student's readiness for transfer or post-high school instruction. Teachers work with students and parents to place grades in an appropriate context. Periodic narrative reports and conferences provide additional, more specific insight into each student's progress, including an account of the accommodations necessary for the student to achieve at the level reflected in the numerical grade. They help students identify ways to improve their performance and help students and parents recognize when a lower than desired grade may accurately reflect a student's best effort. Grades are reported four times a year, at the middle, end of each semester, and posted on the school's Portal site frequently. Numerical grades are given for all courses except electives, LF classes, and many Middle School classes.

The following grading scale is used:

- A = 95 - 100
- B = 88 - 94
- C = 81 - 87
- D = 75 - 80
- F = Below 75

Although assessment practices may differ slightly among departments and across grade levels, all teachers share certain beliefs. A brief description of letter grades as interpreted by our teachers is as follows:

A

Denotes excellence. Work that is of “A” quality goes beyond basic requirements of the assignment. It is exceptionally accurate and detailed, and displays a depth of understanding of the content.

B

Reflects work that is better than average. It reflects a solid understanding of the assignment. “B” quality work is accurate and may have flashes of excellence.

C

Work that receives a “C” is good, average quality work. It displays a basic understanding of the assignment. It meets the requirements but may lack some details or supporting information. Work that is of “C” quality is generally accurate, although it may include small inaccuracies. “C” work may reflect understanding on a fairly concrete level, but may not display a more in-depth grasp of the content.

D

Indicates work below the average level of mastery and understanding for students in a college preparatory program at a particular grade level. Although there may be some understanding of the content, performance of “D” quality may reflect significant inaccuracies or omissions.

F

Failing work is work that does not meet the basic requirements and demonstrates that the student does not understand key portions of the content, even at a fairly concrete level.

Grade point average (GPA) is cumulative beginning with ninth grade. The grade point average is the average of semester grades in academic classes only (typically, English, math, history and social studies, science, and foreign language in other schools). It is calculated by the Director of Studies and is used only as required in communications with other schools. It includes courses taken at other schools, high school level courses (i.e. Algebra I) taken in middle school, as well as courses taken here. A failed course is included in a student’s GPA. However, if a student repeats a course only the higher of the two grades is counted. Because most colleges seem to prefer a GPA that is expressed on a four-point scale we translate our numerical grades to a four-point scale. The conversion scale used is as follows:

95-100 = 4.0	86-87 = 2.7	77-78 = 1.3
93-94 = 3.7	84-85 = 2.3	75-76 = 1.0
91-92 = 3.3	81-83 = 2.0	Below 75 = 0.0
88-90 = 3.0	79-80 = 1.7	

Many courses are graded on a Pass/Fail/Honors scale. A grade of Pass OR Honors reflects a specific level of mastery of a clearly-defined list of course objectives and/or skills. In Middle School Pass/Honors/Repeat math courses, if a student does not meet the criteria for a grade of Pass, his/her grade for the course will be recorded as Repeat and the student will repeat the course the following year, unless the student is entering ninth grade.

ACADEMIC SUPPORT SYSTEMS

ACADEMIC SUPPORT & STUDY HALLS

We offer several opportunities for academic support after school. Teachers are available to students until 4:00 p.m. on most days. In addition, a supervised after-school study hall is provided. Students may choose to attend after school study hall or work with a specific teacher after school voluntarily. We encourage students to take advantage of this opportunity to complete work in a structured, supervised environment where they can receive academic support, access to technology and supplies, and management of long-term projects. Athletic teams with late practices are provided a study hall. After-school academic support and study halls are an extension of the school day and all school rules apply.

Additionally, teachers may assign students to study hall to complete assignments, whether overdue or due the next day. These students are required to report to study hall or the assigned teacher promptly at 3:40 p.m.

Students returning to school after an absence should plan to remain after school on the day of their return to meet with teachers and begin catching up on their assignments.

It is the student's responsibility to notify his or her parents or guardians of the need for alternative transportation arrangements.

STUDY HALL STUDENT RULES AND RESPONSIBILITIES

1. COME PREPARED

The time between 3:30 and 3:40 p.m. is for pulling supplies together, using the restroom, getting a snack, copying any necessary assignment sheets, and getting organized and ready to work.

2. BE ON TIME

Study hall roll will be checked at the beginning of Study Hall. Students must be present and ready to work at 3:40 p.m.

3. RESPECT YOUR PURPOSE

Student behavior will focus on learning, putting forth good effort, making use of resources, and positive study habits.

4. MAKING ALTERNATIVE ARRANGEMENTS

If a student cannot attend study hall, they must make arrangements with their teacher. In some circumstances, permission from their Division Director may be needed. Turning in your work ahead of time is not a substitute for this procedure. Students may not leave the assignment in a teacher's mailbox without it being checked by a teacher.

EXTRA HELP

The Extra Help period provides students with an opportunity to receive additional help with academic work, course assignments and study skills as they begin their homework assignments. Students not needing individual help use this time as a study hall and proceed with their academic work independently. All students must report to their Extra Help at the start of the period. A student who wishes to see another teacher for help may leave only after obtaining a pass and must return to Extra Help before the end of the period. Course teachers may request that a student see them during extra help by giving them a pass for that purpose. In all cases, students must first report to their Extra Help class to be excused to confer with another teacher.

HOMEWORK

Homework assignments are an important aspect of the instructional program. Students and their parents can therefore expect that assignments will be appropriate, meaningful, and help students develop productive habits that lead to independence.

Teachers distribute and post homework assignments weekly at school and on the school's Portals. If a student loses an assignment sheet, the student should find the assignment sheet on Portals. Teachers are accessible to answer a question regarding homework during reasonable evening hours. Students should expect homework to be assigned in all their academic classes daily. If you have concerns about the amount of time your child is spending on homework please contact their advisor.

Parents can assist at home by providing a good study environment (writing area, good light, and freedom from distraction) for a portion of every night and encouraging the student to contact the teacher to clarify any confusion about the assignment. A student may be asked by the teacher to redo an assignment. If the student clearly has not mastered the material, the teacher may also ask to meet with the student to clear up any confusion and may then require the student to redo the assignment, attend an appointment, or after school study hall. It is important that parents support the school in our approach to help students better manage their academic responsibilities. The school encourages students to demonstrate their best effort on homework assignments so that students and their teachers can have accurate information regarding progress.

LONG-TERM PROJECTS

Long-term projects are an important part of a college preparatory curriculum. They provide the opportunity to teach students the strategies and processes of inquiry, research and independent academic work. At The New Community School teachers design long-term projects with an awareness of the impact of existing language skill deficits on a student's ability to produce these projects. We also believe it is important to offer students significant opportunities to use their improving skills on a level more commensurate with their intelligence.

In cases of extreme language skill difficulty, the requirements for an instructed long-term project in science, English, or history should be adjusted by the course teacher if language or other skill deficits clearly indicate an inability to complete the project with reasonable independence and resource help. Adjustments may include length of the assignment, type of required resources, and the requirement for typewritten work. Resource help may include individual appointments with the course teacher, supported in several instances by an extra help teacher or LF teacher assisting after school. These sessions could focus on direct teaching of research and organizational skills, reading assistance or dictation support.

Because keyboarding is a language related, symbol-processing skill, the requirement for word-processed work will be treated as such. With the prior planning and approval of the course teacher, faculty members may help students keyboard or take dictation for a specific project or in some instances, papers may be handwritten. Students may also use voice to text software. Students may not employ or use typists, scribes or editors who are not on the school faculty without prior approval from the teacher.

SUPPLIES

A full set of the supplies that are specifically required will be issued the first day of school. Students are responsible thereafter for replenishing (and/or replacing) these supplies from the school store. Purchases from the school store will be charged to a student's account and parents will be billed for these purchases. The school store is open only before and after school, at break, and at lunch.

In order to be prepared for class work and homework assignments, students need certain required supplies. All supplies are available for purchase from the school store. Prices are at or below usual retail cost. Students may wish to purchase duplicates of certain supplies, one set for home and one set for the backpacks they carry to school daily. A backpack is a

useful means of carrying around the books and materials they need with them. While students have limited storage space at school where they can keep books until they are needed, most find that a backpack also eases organization and storage of texts and supplies. The school suggests that students carry only part of the day's materials with them at one time to reduce the weight of the load. Some students switch books and notebooks at break time (middle school) and others make this change at lunch (usually upper school) due to the typical schedules for these grades.

Additional supplies for completing assignments at home may be needed. During class time most of these are available for project work, but students often have homework projects requiring their use. Students may purchase these home supplies outside of school or from the school store.

TECHNOLOGY REQUIREMENTS

The New Community School is a "Bring Your Own Device" program. In a BYOD program, students are required to bring their privately owned equipment from home. 8th – 12th grade students will need either a MacBook Pro or a MacBook Air. The Pro is more sturdy and has the potential for having a CD drive. The Air is more light weight and has a longer battery life. A minimum hard drive of 256 GB is recommended. 5th – 7th grade students will need an iPad (version iPad2 or later) or iPad mini with a minimum capacity of 32 GB with a protective covering of your choice. A Wi-Fi capable iPad or iPad mini is sufficient, a cellular plan is not needed. *see the Policy on Acceptable Use of Technology, see Appendix 1, pg. 26*

TESTS AND EXAMINATIONS

Students are assessed in academic classes at intervals appropriate to the curriculum. Tests and quizzes are announced in advance and are preceded by review and study preparation. Students are given additional time when needed to complete tests; however, any test must be completed before the student leaves for the day. Students tested on academic curriculum receive reading or dictation support that is appropriate for their current language skills.

Final examinations are given twice a year, in January and June. In the upper school and 8th grade these examinations cover the entire semester's work. Upper School examinations are two hours long and 8th grade exams are an hour. Middle School students collaborate on cross-curricular projects or take exams. Specific details on schedules during exam week will be provided by the Director of Studies. All students receive additional time when needed and in some instances dictate all or part of an examination and/or have their exams spread over a fourth day.

Final examinations are preceded by a review period. During Review Week classes review material previously covered and discuss and practice study strategies. There are no tests given during Review Week. However, nightly assignments are an important part of the review process and, during Review Week, tend to be more lengthy than normal. It is important that families not schedule conflicting activities during review and exam weeks.

Parents will receive a general exam schedule to assist with making transportation plans and the students will be given an individualized detailed schedule.

VIRTUAL LEARNING

The New Community School offers students Virtual Learning opportunities during the academic year through the Virtual High School. VHS is accredited by AdvancED and the Middle States Commission on Secondary Schools. It offers courses that are accepted by the NCAA and the College Board's Advanced Placement program. When students opt for an online course in place of the regular TNCS offerings the school typically covers tuition costs.

- Students who take VHS courses are provided with a supervised study hall during the school day that is proctored by a faculty member.

- Students who take courses in disciplines offered by TNCS (such as advanced math and science courses) work with a TNCS faculty member who has background in that discipline. Students who select courses designed to provide opportunities not offered at TNCS (i.e. foreign languages, music, etc.) have a proctored study hall and the opportunity to ask for technical assistance, but may not receive the same degree of support as students who select courses where TNCS has faculty expertise. In those instances the family may wish to arrange and pay for outside support to provide extra help for the student.
- The TNCS site coordinator for VHS, Director of Studies, completed online training and is a certified teacher. She monitors student progress in VHS courses weekly and communicates directly with the online teachers as needed.

The New Community School also accepts credits from other pre-approved accredited online providers in situations where the family wishes to extend the student's education beyond regular school hours. In these instances, parents are responsible for tuition payments and for providing teacher support. However, in order to receive credit towards graduation students are required to take end of semester exams under the supervision of a TNCS teacher.

The New Community School offers a third option for students who wish to make up Physical Education credits missed due to injury or illness or to free up space in their schedule for other courses, and that is to complete an online Physical Education course. Over the past few years several students have taken classes through Carone Fitness, another accredited provider.

FAMILY – SCHOOL COMMUNICATIONS

ABSENCES

The program at The New Community School is based upon a carefully structured instructional sequence, requiring daily attendance to ensure good progress. Absence from class interrupts the student's educational progress and places a burden upon the teacher and other students. The school expects all students to be in regular attendance for the full school day, every day.

If a student must be absent or late because of illness or unavoidable events, the parent should notify the school office in advance or early in the morning of the absence. Written explanation or description from a physician may be required for absences of more than three days. An absence is categorized as either excused or unexcused.

An excused absence is one due to illness or one that has been excused by the Head of School. **Except for absences due to illness, permission for an excused absence must be requested well in advance.** A student whose absence has been excused by the school is entitled to make up tests and other work missed while absent; these students shall be entitled to a reasonable amount of assistance from the faculty in order to catch up on work missed. Faculty will not be able to provide assignments ahead of time for a family related absence or to cover all instruction missed as a result of an extended family vacation.

An unexcused absence is one that has not been excused by the school. Following an unexcused absence, students may lose their opportunity for extra help and make-up instruction for the work missed. In certain circumstances a student's unexcused absence may result in suspension from school.

Family vacations, errands, and outside appointments should be scheduled to coincide with school holidays when possible. Professional Development days are an optimal time because there are no athletic practices. Requests for early dismissal or late arrival should be made in writing and in advance of the scheduled absence. The student shall be responsible for obtaining notes and assignments and for making up all work missed. Students who have been absent for any reason should plan to stay after school beginning the first day of their return to confer with their teachers and to complete make-up work.

If a student misses more than 10% of class meeting times, his/her credit for the class is in jeopardy. In such cases, the course teacher will work with the student and school administrators to construct a plan that will allow the student to recover as much missed instruction and assessment as possible and appropriate. The Head of School has the final say in awarding credit for any class.

ADMINISTRATION

The school's Board of Trustees govern the school by setting the school's mission, philosophy, and policies, by providing for the resources of the school, and by employing the Head of School to carry out the school's program. The Head of School employs all other faculty and staff members and establishes specific procedures to achieve the school's mission. The General Administrative Staff consists of the following persons:

- Head of School – Nancy Foy, Ext. 12
- Director of Upper School, Director of Admission – Carolyn Tisdale, Ext. 18
- Director of Middle School – Josh Roy, Ext. 21
- Director of Studies – Gita Morris, Ext. 19
- Director of Business and Operations – Joy Buzzard, Ext. 11
- Director of Development – Dan Stackhouse, Ext. 28
- Director of Special Programs – Adam Rothschild, Ext. 46
- Director of Educational Technology & Information Services – Jessica DelMonte, Ext. 26
- Director of Athletics – Eric Gobble, Ext. 25

ADVISORS

Each student is assigned to an advisor. The advisor is a faculty member who is concerned with the student's overall academic progress, adjustment to the school, social interactions, and personal development. Advisors confer with their advisees to review progress and to help the advisee to become better skilled in setting goals, solving problems, communicating with teachers and peers, and becoming more academically independent. The advisor is most often a current teacher of the student and therefore is easily accessible to the student on any school day. **The advisor also is the first line of communication between the parents and the school; if parents have questions, the advisor is most often the first contact to be made.**

ALCOHOL & SUBSTANCE ABUSE

The school will communicate concerns of alcohol and substance abuse (see pg 16).

CELL PHONES / ELECTRONIC DEVICES

Smart phone technology can be a helpful tool. There are many applications that are educational and useful for students in the 21st century classroom; however, a student also has a responsibility to use electronic devices in a safe and appropriate manner that will not distract themselves or others.

Cell phone technology is permitted at school; however, phones should be kept silent and put away unless permitted. Permissible times include: in-class activities when instructed by the teacher, during individual work time with teacher permission, and to call home to arrange transportation needs when at sports practice or on field trips. When on campus, students should use school phones to call home or ask permission to use their personal device.

During free time such as lunch or break, upper school students may use their device recreationally; however, the acceptable use policy governing the use of school technology applies to personal devices when on campus or during school activities. Middle school students are not allowed to use their phones during school hours without permission.

The school reserves the right to temporarily confiscate phones and other electronic devices if used inappropriately by students. Examples of inappropriate use include: phones ringing in class, texting during school hours, cheating, cyber bullying, circumnavigating the firewall, inappropriate websites, and unauthorized photography, video, or audio recording.

ENROLLMENT

Enrollment at The New Community School is for one academic year at a time and made by mutual agreement of the school and the parents, or in some cases New Community and the public school system with parent approval. The terms of that agreement are spelled out in a contract called the Enrollment Agreement. For more information on the admission process, visit our website at <http://tncs.org/admissions/how-to-apply>.

FAMILY LIFE EDUCATION PROGRAM

“Substance Abuse and Sexuality” is taught as part of the Upper School Health and Wellness curriculum. A detailed summary of this course can be found in our current Course Catalog found on our website. Parents/guardians may choose to opt their child out of all or part of this program by contacting the Director of Upper School.

GRIEVANCE PROCEDURE

The goal at TNCS is to work in partnership with families. Parents should feel free to contact their child's advisor, appropriate Division Director, and then Head of School if you have concerns.

At times, local school districts will place a student at New Community. Parents, students, and placement agencies have the right to file any grievance or complaint against the school with the Virginia Department of Education.

Parents of private pay students may also file a complaint with VDOE if they feel the school is not in compliance with the *Regulations Governing the Operation of Private Day Schools for Students with Disabilities*.

It is the VDOE policy that any case of suspected child abuse or neglect occurring at the school or on a school-sponsored event or excursion shall be reported to the following parties:

- The student's parents (immediately)
- Department of Education
- For publically placed students, the student's home school division and the placing agency

HOURS OF OPERATION/SUPERVISION

School supervision begins at 7:45 a.m., the first bell rings at 7:57 a.m., and the school day ends with dismissal at 3:30 p.m. Alternate schedules will be communicated via the school websites (exams, early dismissals, weather closures, etc.). Additional supervision is only provided for school-sanctioned events.

Students are responsible for informing their parents if they are participating in activities that extend beyond the usual dismissal.

Massey Hall is opened at 7:45 a.m. and is locked at 5:00 p.m. **Transportation arrangements should be made to prevent a student from being on the school premises unsupervised in the early morning and after dismissal.** It is occasionally necessary for a student to remain at school after 3:30 p.m. for later transportation. The student may be required to complete homework until he or she is picked up. Once a student leaves the school grounds, he or she is no longer under the supervision of the school; however, we encourage students to come back for school-sponsored events. Students are not allowed to leave school grounds during the school day, when waiting to be picked up, or when waiting for an after-school event without permission or supervision. If a student needs to remain on campus after school, their location must be accounted for with the front office [sports rosters, study hall list, study appointment].

INDIVIDUAL INSTRUCTION PLAN

The Individual Instruction Plan (IIP) is a document that outlines the specific plan at the school for the remedial instruction for each student's specific language learning difficulties. It is developed by the school, the parents, and individualized for and shared with each student. It describes the student's performance levels, the school's response to his/her specific needs and the annual goals for remediation of language and math skills.

The Language Fundamentals teacher initiates the development of this plan early in the school year by proposing a draft of the plan, conferring with the student and with parents, and having parents state their agreement or concerns in a conference held in early fall. Parents of new students have their initial IIP conference within the first 30 days of school in accordance with state law. After the conference parents may obtain a copy of the plan for their reference throughout the year. The plan may be changed during the school year with agreement between parents and the school.

For those students who are placed at The New Community School through a public school division, our Language Fundamentals department will work with the division to administer any mandatory statewide assessments or SOL tests. We also offer to attend IEP meetings at public schools.

LATE ARRIVALS & EARLY DISMISSALS

Students who are late to school are specifically required to report to the school office in Massey Hall for a late pass before reporting to their classes. Similarly, students being picked up early must check out from the school office, waiting in Massey Hall for their transportation unless otherwise instructed.

Families are expected to make all reasonable efforts to assure that students arrive at school between 7:45 and 8:00 a.m. Students' medical, dental and other appointments should be made when school is not in session. Requests for early dismissal or late arrival should be in writing and in advance of the scheduled absence. The student shall be responsible for initiating and making up all work missed as a result of early dismissal or late arrival. If appointments must conflict with school, it is important not to miss the same class repeatedly.

PARENT MEETINGS

There are several times throughout the year for parents to meet with school personnel. Each fall the Parents Association arranges a meeting of parents who have children in the same grade and a representative from the school. These meetings are informal, small group meetings with the Head of School and/or a Division Director to discuss topics of relevance for the developmental levels of each grade. The meetings are usually in a parent's home and they are extremely important for networking with other parents and discussing topics of relevance for parents.

Parent's Night is very informative and attendance is encouraged. There are monthly Coffees with Nancy that are open to all parents. In addition, periodic parent education outreach programs are offered. Parents meet with Language Fundamentals in the fall and spring as well as a student led parent conference in the spring. In addition, parents are always welcome to request a meeting with a teacher, advisor, Director, or Head of School.

PERMISSIONS / COSTS FOR TRIPS & STUDENT ACTIVITIES

At the beginning of the school year, parents sign medical releases and general forms. At times during the year, the school will ask for signed permission slips for field trips. These usually involve special circumstances such as changes in school schedule or notification of additional costs to be billed through the student's school store account.

Parents who receive financial assistance for tuition may also request assistance for the cost of trips that are related to student activities that are intended to build a sense of community among the students. In these instances, the family should notify the Head of School or the Director of Finance & Operations of the need for assistance.

RECORDS REVIEW

Parents and guardians of a student enrolled at The New Community School have access to all educational and confidential records of their child. Any persons with rightful access to these records may arrange to see them by appointment with the Head of School or any faculty or staff member designated by the Head of School. The presence of The New Community School staff person provides an opportunity for discussion of any questions regarding the records and for the school to become more aware of any concerns the parents or guardians might have about the child's progress.

RELEASE OF RECORDS

Transcripts and other school records may be sent to other schools, colleges, or agencies upon receipt of written authorization signed by the parent or guardian. Release forms should specify exactly what would be released and a specific name and address for the recipient. A release form may be obtained from the school office or from the school's website in the alumni section, signed and returned to the school office for processing.

REPORTS

Progress reports are sent quarterly as well as:

Report Cycle:

- FALL.....Conference day, Individualized Instruction Plan (IIP) presented by LF teacher in separate parent meetings
- MID-YEAR.....Academic comments, Written LF report on student's learning style, strengths, and weaknesses. Mid-year testing results presented.
- SPRINGStudent led advisor conference, Written progress report on IIP goals
- END OF YEAR...Advisor reports, Math report of progress, Writing skills report, LF Parent conference discussing year-end testing, LF Present Levels of Performance report

THIS WEEK AT TNCS

In the News and Events section of the website is a page called This Week at TNCS (a link is also on the homepage). Each week this page is updated with important information for parents about the upcoming week.

WEATHER-RELATED CHANGES OF SCHEDULE

In the event of weather-related change in the schedule, the school will activate our notification system, communicating via telephone voice mail, text message and/or email to share information. In addition, the school announces emergency closings or late openings due to weather or other conditions on its website and on local news affiliates and their websites. The New Community School does not necessarily follow the closing patterns of other schools. Decisions to close school, open late, or dismiss early are made by the New Community administration in accordance with the school crisis management policies.

Weather conditions are sometimes variable over the greater metropolitan area. Although the school may remain open at times of inclement weather, parents may decide at any time that conditions are sufficiently poor for them to keep their child at home, come later, or leave early. Of course the school will work cooperatively with parents at these times for the students' safety.

Each year there are additional hours built into the calendar for emergency closings. On days when late openings are necessary due to weather, dismissal may be extended to 4:30 to preserve instructional time. If additional hours are necessary, the Head of School will communicate the make-up plan.

On days when school is closed due to weather, students should expect to have assignments to complete from their teachers. Students should check Portals for instructions from each of their teachers in order to ensure the continuity of their learning.

HEALTH & SAFETY ISSUES

ACCIDENTS, INJURIES & ILLNESSES

The school and the clinic keep signed medical release forms on file in the event of emergencies. If a student becomes ill while at school, she/he should report to the clinic. If it is determined that a student should go home due to illness or injury, the school will communicate with parents. Students are not permitted to initiate this communication. Any accidents or injuries received at school should be reported to the nurse immediately. In accordance with the school's policy for handling potential blood-borne pathogens, students are not to touch or come in contact with the blood of another person. Teachers are prepared to get help for the injured child and instructed to disinfect an area in which blood has been spilt in an accident. As a courtesy, please inform the school of injuries incurred outside of school.

ALCOHOL & SUBSTANCE ABUSE

In keeping with our concern for the healthy development of our students, we encourage open, confidential communications between parent and child and early identification and prevention of use of illegal substances.

The possession, abuse, or illegal use of drugs or alcohol, or tobacco/vaping products on the school premises or on school trips is strictly forbidden and places the student's enrollment in jeopardy.

If the school has reason to suspect alcohol, tobacco or drug use, the appropriate Division Director will convey our concerns to the student and to the student's parents. These concerns may include noticed behavioral changes, the perceived smell of such substances, concerns expressed by peers, any unusual behaviors or behavior patterns similar to those typically found in instances of substance abuse. The school considers these proactive communications to be confidential. Hopefully early communication of concern or possible warning signs could prevent the later possibility of more definitive patterns of risk taking, negative behavior, and more severe consequences.

If parents have any concerns about their child's change of behaviors or tendency to take unhealthy risks, they should feel free to discuss their concerns confidentially with the Head of School, the Upper or Middle school Director, or the advisor. When the parents take the initiative with the school, the school and family can work together on behalf of the young person to prevent and solve problems that either one would have difficulty tackling alone. The school has the capability to administer confidential, first-line drug testing with parental consent; interested parents may call the school nurse or the Head of School directly for details.

CONCUSSION PROTOCOL

A student-athlete who is suspected of sustaining a concussion or brain injury during a practice game, or PE class shall be removed from activity immediately, and shall not return to play that same day, and will not begin the process of re-entering activity until evaluated and cleared for activity in writing by a licensed health care provider. If a student is suspected of sustaining a concussion, the parent should seek medical evaluation for the child as soon as possible.

The New Community School has adopted the "Graduated Return to Play Protocol" guidelines set forth by the Sports Concussion Institute. Once cleared by a medical professional, the athlete must meet a sequence of five benchmarks of increasingly strenuous physical activity, and remain symptom-free following each benchmark, before returning to full activity. Coaches tailor the athlete's activity to the appropriate benchmark on a given day within the protocol, and the presence or absence of symptoms during and after activity is monitored by the school nurse, the coach, the parents, and the student-athlete. When a student-athlete is in the concussion protocol program, parents are urged to be in communication with the school nurse regarding the presence or absence of concussion symptoms.

Coaches are trained annually on concussion recognition, prevention, treatment, and the rules governing return to play.

CONTAGIOUS & INFECTIOUS DISEASE

Any students with a contagious or infectious disease should remain at home and the nurse should be notified at first indication of such illness. The school expects the parents to provide for the immediate medical care and supervision of the illness. If the student experiences a fever, he/she should remain at home. The school requires that the student be fever-free for twenty-four hours without fever-reducing medication before returning to school. On that basis, the school will work closely with the student and the family to help the student keep up with work missed as appropriate to the student's need for rest for recovery and within the limits of what can be accomplished without classroom instruction. The school may exercise the right to request written medical verification that the student's illness is no longer at a contagious or infectious stage before allowing the student to return.

CONTRABAND (See also *CELL PHONES / ELECTRONIC DEVICES pg 12, ALCOHOL AND SUBSTANCE ABUSE pg 16, MEDICATIONS pg 18*)

Weapons, fire, or explosives, are not allowed in the possession of students on the school premises, on school trips, or school activities.

Any student who inadvertently arrives at school with questionable or known contraband items may be sent to the appropriate Director. If it is not allowed or known to be contraband, the item must be turned in to the Head of School or appropriate Director. Contraband items that present a threat to health or safety will be confiscated or held by the school for possible return to the parents or appropriately removed from the campus.

For the safety of our community, the school reserves the right to inspect any school owned property or personal property.

CRISIS PREVENTION & MANAGEMENT RESPONSES

The school has a Crisis Management and Disaster Response Plan that addresses preparation for and management of potential disruptions to the school's daily functioning. The plan's top priority as charged by the Board of Trustees is to maintain an effective environment for enhancing the well being of the student, faculty and staff as they pursue their work at the school. The primary objective in a time of crisis is to quickly adjust the school community situation from one of effective appropriate emergency response to one of relative control, with timely movement toward healing and returning to the learning process.

Among other topics, this plan instructs the faculty, staff, students and campus volunteers regarding the school's specific responses to various crises. It includes specific procedures and drills for emergency evacuation of the buildings, for a lock-down of the buildings, response to dangerous intruder, and a drill for seeking emergency shelter from severe storm, tornado, or airborne threat. Students, faculty, and staff practice these drills according to state law in order to prepare for safe and effective responses to an emergency.

EMERGENCY PROCEDURES FOR STUDENTS

Emergency	Where to Go	What to Do
Fire	Central Green, between the Modulares and Massey Hall	<ul style="list-style-type: none"> · Line up with your first period teacher · Be quiet and wait for instructions
Tornado	The nearest tornado shelter	<ul style="list-style-type: none"> · Answer roll call · Be quiet and wait for instructions. Be ready to duck and cover if instructed.
Lockdown	The nearest classroom	<ul style="list-style-type: none"> · Stay quiet and away from windows · Wait for instructions from a teacher
Earthquake	<p><u>During the quake:</u></p> <ul style="list-style-type: none"> · If you're inside, stay inside · If you're outside, stay outside, away from buildings, trees, and power lines <p><u>After the quake:</u></p> <ul style="list-style-type: none"> · Whitlock Field 	<p><u>During the quake:</u></p> <ul style="list-style-type: none"> · Drop to the ground · Cover your head by moving under a table or desk, or, cover your head with your arms. · Hold onto the table leg so it doesn't move. · Stay away from glass, trees, and power lines. If you're outside, stay away from buildings. <p><u>After the quake:</u></p> <ul style="list-style-type: none"> · Go to Whitlock Field and find your first period teacher for roll call. · Stay quiet and wait for instructions. · Be ready for aftershocks.
Violent or Threatening Behavior	Away from the incident to a safe place, such as a classroom	Tell a teacher.

HEALTH FORMS

The following health forms may be required for students:

Athletic Participation/Parental Consent/Physical Examination Form

1. Students must have a completed Physical on file before they can participate in athletics.
2. Portions of this form need to be completed by the student, parent, and a physician.

Administration of Medication Forms

This form should be completed if

1. the student should take any medication at school (prescription or non-prescription),
2. the student should be allowed to carry a prescribed inhaler or epi-pen with his or her belongings or have it available in the clinic,
3. the student is taking medication at home before leaving in the morning and may need to have a small supply on hand stored in the clinic in case he or she forgets to take it at home and needs to take it at school.

School Entrance Immunization Certification

This form should be completed if

1. your child is starting the school year as a new student,
2. there have been any changes to student's vaccine record.

Medical Authorizations

Parents must complete this form to

1. provide authorizations in case medical emergency treatment is needed for your student,
2. allow the school to dispense some over-the-counter medications to your student as needed,
3. provide the school with additional medical information regarding your student.

MEDICATION

Any medication (prescribed or “over-the-counter”) must be kept in the clinic for dispensing. These medications must be brought to the school office or the clinic by an adult and accompanied by a signed authorization from a physician that includes specific instructions for administration. Any medication must be in the original container, and accompanied by written order from the doctor regarding instructions for dispensing to the student. The school nurse will release medications only as prescribed by the doctor. However, the nurse may request communication with the physician at any time regarding the distribution of any medication. The fact of standing prescription of any medication should be noted on the annual health form.

In order to allow a student to carry an inhaler or epi-pen, the parent or guardian and physician must also complete a TNCS medication permission form. If a parent/guardian and physician request that the student not carry these medications, the medications will be kept in the clinic. Even if the student carries these aids as prescribed, an extra inhaler or epi-pen must be supplied by the parent/guardian to be kept in the clinic in case of emergency.

The nurse maintains a supply of Advil, Tylenol, Tums, Benadryl, and cough drops. A student may receive this medication in standard dosage upon request if an authorization form signed by a parent is on file in the clinic.

Any medical condition requiring special attention and/or medications such as: diabetes, epilepsy, severe allergies, etc., should obviously be reported on the annual health form and discussed with the school nurse. Such medical conditions discovered during the school year should also be brought to the attention of the nurse as soon as possible.

The student is responsible for going to the clinic at the appropriate time to receive the medication. However the nurse will work cooperatively to help students taking daily medication to get into the habit of taking this responsibility. Parents who are interested may call the nurse to check on the student’s patterns of coming for such medication.

STUDENT LIFE

ATHLETICS & STUDENT ACTIVITIES

Students play a major role in determining the activities and student life at each grade level. Our Student Life programs are purposefully designed to enhance the overall school experience. Students are encouraged to compete in interscholastic sports, create art, and join clubs to complete their learning experience. Any student who wants to participate in a sport can, and most of our students do. Throughout the year, students bond through collaborative activities, assemblies, and other community-building and social opportunities. The rich student life program allows students to interact in ways that nurture both personal and community development.

DISCIPLINE

The school firmly believes that the best discipline in a school setting is self-discipline. To aid students in determining acceptable behavior, the faculty and advisors encourage students to examine their behavior in terms of three over-riding goals. These goals include:

1. Preserving the complete health and safety of each member of the school community;
2. Creating an environment which encourages learning and involvement;
3. Encouraging full participation by showing respect for one's self, for one another, for the school and its purpose, and for the school's property.

Students who adopt these goals as their own make an excellent adjustment to this school community. Activities contrary to these goals (such as disrupting classroom instruction, defacing property, rough housing, or being abusive or disrespectful of others) slow the progress that is possible in a more cooperative atmosphere. Persistence in such activities places a student's enrollment in the school in jeopardy.

If students or parents have concerns about any student behavior or discipline, they should feel free to speak confidentially with the Head of School or the appropriate Division Director. In most instances addressing such concerns can be accomplished rapidly and discretely.

The New Community School reserves the right to terminate placement if your child's behavior impedes his education or the education of fellow students as determined by the Head of School.

Commonwealth of Virginia regulations require The New Community School to document that the following acts, related to student behavior management, are prohibited:

- Restraint and seclusion, except when necessary to protect the student or others from personal harm, injury, or death, and when other less restrictive interventions were unsuccessful;
- Prone "face down" restraints, mechanical restraints, pharmacological restraints, and any other restraint that restricts breathing or harms the child or interferes with the child's ability to communicate;
- Deprivation of food or drinking water;
- Limitation on contacts and visits from a student's probation officer, social worker, placing agency representative, or other service provider as appropriate;
- Any action that is humiliating, degrading, or abusive;
- Corporal punishment;
- Deprivation of approved prescription medication or other necessary services;
- Denial of access to toilet facilities;
- Application of aversive stimuli;
- Strip and body cavity searches;
- Discipline, restraint, or implementation of behavior management plans by other students.

APPROPRIATE DRESS FOR STUDENTS

Student dress is expected to convey a sense of respect for themselves, for others, for the school, and for the serious academic endeavor in which we all are engaged. Students' dress and presentation should reflect personal and school standards of cleanliness, neatness, and respect. When students dress well, their attire sets the tone for a focused, professional learning environment, even while allowing for some degree of individual expression. Any clothing or personal appearance that is disrespectful or detracts from our purpose for being at school is not acceptable.

The TNCS Dress Code is a three-tiered system. On a typical school day, students are expected to meet Tier 2, which outlines a casual yet neat appearance to reflect the seriousness of the student's purpose at school while allowing for some individual preferences and comfort. On pre-announced occasions calling for a more formal level of dress, students will maintain Tier 3 guidelines to reflect an additional level of respect for a special occasion. Examples include awards assemblies, graduation, and Science Fair. On other days, a more casual atmosphere is permissible, so students will be permitted to dress in line with Tier 1 guidelines. Examples of Tier 1 days include exam days, the day of the school's Halloween celebration, and other pre-announced themed dress days that are part of the Student Life program.

Some key standards, however, run through all three tiers. Clothes that depict objectionable, inappropriate, or offensive messages are never allowed. Torn, ragged, or dirty clothes are impermissible. Overly revealing clothing of any kind should be considered inappropriate.

Unnatural hair colors, extreme styles, or hair that blocks the eyes are not permitted. Students may have pierced ears. Gauges and other visible piercings are not permitted.

Attire For Boys

TIER 3: Formal Occasions

- Sport coat, dress shirt, tie, dress pants or khakis, belt, and dress shoes.
- No baseball caps.
- On days of formal occasions, students are expected to arrive to school dressed for the event and remain so dressed for the duration of the school day. Students should not expect to change clothes for the event during the school day.

TIER 2: Regular School Day

- Collared shirt, plain tee shirt or sweatshirt, or college or TNCS tee shirt or sweatshirt.
- Tee shirts or sweatshirts with graphics or writing other than TNCS spirit wear or a college's name are not permitted. Small, discrete brand logos on the chest are permissible.
- In general, shirttails may remain untucked on Tier 2 days. However, boys may be asked to tuck in shirttails on some Tier 2 days if there is a special event on campus.
- Jeans, khakis, and shorts with belt loops are permitted. A belt must be worn. Pants must be worn high enough to avoid showing undergarments.
- Tank tops, athletic shorts, and sweatpants are not permitted.
- Hats and hoods may not be worn inside buildings.
- Sandals, flip-flops, and athletic shoes are permitted, as are most other shoes.

TIER 1: Casual Days and Themed Dress Days

- Shirts, including tee shirts, with appropriate, non-offensive graphics and writing are permitted.
- Athletic pants and shorts are permitted.
- Tank tops remain impermissible.
- Standards for fit, decency, cleanliness, and appropriate messaging remain in place.

Attire For Girls

TIER 3: Formal Occasions

- Dress or skirt (no more than 4 inches above the knee), or blouse and slacks.
- Dress shoes. Flip-flops, clogs, and sneakers are inappropriate.

- On days of formal occasions, students are expected to arrive to school dressed for the event and remain so dressed for the duration of the school day. Students should not expect to change clothes for the event during the school day.

TIER 2: Regular School Day

- Plain tee shirts or sweatshirts, or college or TNCS tee shirts or sweatshirts are appropriate, as are other tops that meet the standards of fit outlined below.
- Tee shirts or sweatshirts with graphics or writing other than TNCS spirit wear or a college's name are not permitted. Small, discrete brand logos on the chest are permissible.
- Pants, jeans, and shorts, and dresses and skirts (no more than 4 inches above the knee) are permissible.
- Leggings may be worn under other attire, but may not be worn as pants.
- Sandals, flip-flops, and clogs are permitted, as are most other shoes.
- No exposed undergarments
- No tops which reveal breast cleavage or the midriff
- No strapless tops, spaghetti straps, tank tops, or racer-back tops.
- Hats and hoods may not be worn inside buildings.

TIER 1: Casual Days and Themed Dress Days

- Shirts, including tee shirts, with appropriate, non-offensive graphics and writing are permitted.
- Revealing tops remain impermissible. Standards from Tier 2 governing straps for tops remain in place.
- Athletic pants and shorts are permitted, but standards governing length and form-fitting attire remain in place.
- Standards for fit, decency, cleanliness, and appropriate messaging remain in place.

The Head of School and the Division Directors, or their designees, have the final say in what constitutes appropriate dress. Exceptions are allowed for medical and religious reasons. The homeroom period at the beginning of the school day is an ideal time to address questions of appropriate attire. Students who are in violation of the Dress Code will be asked to remedy the situation. Depending on the nature of the violation, students may be asked to:

- change into more appropriate clothing
- call home to have more appropriate clothing brought to school
- purchase a TNCS shirt to wear for the day
- leave class until they are dressed appropriately, and make up missed class time after school or during free time.

In the case of repeated Dress Code violations, the Division Director will assist the student in formulating a plan for compliance, which should also involve the parents.

Labeling Clothing

Please place the student's name in clothes worn or brought to school so they can be returned to their owners. At the end of the school year, unclaimed clothes left in Lost and Found are donated to charity.

HONOR CODE

Life at The New Community School is reasonable and well ordered because people can trust one another. This trust exists because faculty and students are people of honor. The system that helps define and encourage honorable behavior is called the Honor Code. Honor offenses include the following:

Lying

Lying is communicating something that is not true. Usually the honor offense of lying would include:

1. Lying for personal gain or advantage;
2. Telling a lie that harms another person;
3. Telling a lie that prevents full disclosure of the truth;
4. Lying by omission.

Stealing

Stealing is taking something that does not belong to you without the owner's approval.

Cheating

Cheating includes any of the following situations:

1. Presenting another person's work as your own;
2. Giving your work to another student to present as his/her own;
3. Giving or receiving help on a quiz, test or examination;
4. Using unauthorized sources of information for help in testing situation; and
5. Plagiarism (presenting another author's work or ideas as one's own).

Questions of what constitutes cheating in a homework situation should be raised to the course teacher involved. When in doubt, students should ask the teacher. To avoid misinterpreting the Honor Code, academic teachers will define and explain plagiarism as students prepare their reports and term papers.

At the beginning of each year, students review the Honor Code and are asked to pledge that they have read and understand it.

Infractions of the Honor Code are reported to the Head of School or the Middle or Upper School Director. Students or teachers may report an infraction formally by including a description of the incident and names of persons involved, or students may also report by informally expressing a general concern in order to alert the faculty or administration of potential or growing honor related problems. Individual initiative and responsibility of students and faculty make the Honor Code work successfully at The New Community School.

LUNCH & FOOD

We urge students to bring nutritional lunches and substantial snacks to have at break and lunch periods. Pizza is available for purchase at school on Monday (cash) to help support our athletic program. Lunch can be purchased in advance Tuesday, Wednesday and Thursday through our caterer. Information on ordering those lunches is on our website. On Fridays, TNCS will host various Food Truck vendors (cash or credit) on our campus or school organizations will hold fundraising lunches (cash). Friday lunch schedules will be announced in advance.

Eating is generally allowed only at break and lunch and only in the lunch rooms and backyards of Massey Hall or the Middle School. We encourage students to bring water to class. Eating or chewing gum is not appropriate during class and students who are asked by teachers to stop chewing gum in class must do so. Bringing large amounts of candy or gum for distribution or sale is not allowed.

ON / OFF LIMIT AREAS

Students are required to be in supervised areas during lunch and break and before and after school. These locations are likely to change throughout the year in light of construction, and will be communicated with students via daily announcements. Areas under construction are strictly off limits to students. Students who drive to school should minimize trips to their vehicles during the school day.

PARKING

Students with an appropriate license and permission to drive a vehicle to school may use the school's parking facilities. Students who are not drivers should not have reason to be in the parking lot during the school day.

PERSONAL PROPERTY

Students should leave valuable personal property not used for instruction at home. The school cannot be responsible for keeping clothing that is not adequately labeled or for personal property not stored, locked, or carried as suggested. All outerwear and layered clothing should be labeled or initialed for possible return if misplaced.

Middle school students have assigned lockers or individually designated spaces in which outerwear and textbooks may be stored during the school day. Lockers and combination locks may be assigned to upper school students to provide a secure place for personal property. Students who want locks may use only those distributed by the school. To ensure a safe learning environment, the school reserves the right to search personal property, including vehicles, backpacks, and contents of lockers or cubbies.

PHYSICAL EDUCATION ATTIRE

At The New Community School, physical education is required of most students in both the Upper and Middle School.

For participation in physical education class each student will need to wear a TNCS gym shirt, shorts, socks, and sneakers (non-marking soles). The school issues each student one TNCS gym shirt on the first day of P.E. class. A student is prepared for class only when he/she attends class wearing the proper clothing (shirt, shorts, socks and shoes). Additional gym shirts are available for purchase.

Attendance and excused absences in P. E. class will be considered under the same attendance policy governing all other classes. Students who do not participate in P.E. class because they do not have their proper clothing will be required to make up missed class time to receive credit for the course.

SCHOOL PROPERTY

Any breakage or damage to school property, accidental or otherwise, should be reported immediately to the school office. Although occasional accidents are expected in a school setting, the costs for property damage due to vandalism, carelessness, or lack of self-control may be charged to the student responsible.

TRANSPORTATION

CAR POOLS

Because The New Community School students come from all over the Richmond Metropolitan area and beyond, our families frequently cooperate with each other to set up reasonable transportation arrangements. Although car pool arrangements are entirely up to the families involved, setting the ground rules early seems to make everything run more smoothly.

STUDENT DRIVERS

Students who drive to and from school must register their car with the school office and comply with school parking and campus regulations. Drivers who drive at unsafe speeds, demonstrate poor driving, reckless, or inconsiderate behavior (such as excessive volume of the stereo) while entering, leaving, or on school grounds will be reported to their parents. Such behavior may also cause them to lose the right to park their vehicles on school property.

TNCS-PROVIDED STUDENT TRANSPORTATION

Students may be transported on field trips or athletic activities by TNCS bus, chartered coach, or a staff member's personal car. All staff are routinely screened through DMV. Our TNCS buses are properly licensed and frequently inspected.

TRAFFIC FLOW

The school's traffic pattern will be fluid throughout the 2016-17 school year due to construction on campus. As the traffic situation changes, parents and students will be kept informed via daily announcements at school and "This Week at TNCS."

All traffic enters campus through the first gate and exits campus through the second (north) gate in front of Massey Hall. Students are not allowed in the front yard of the school beyond the hedge that lines the driveway. Parents should not allow them to cross the driveway traffic for pick-up or to come to Hermitage Road for pick-up. Cars needing to wait for a student must pull out of the flow of traffic once they are able.

Drivers on a tight schedule for pick up might consider arriving a few minutes after dismissal time to allow for the major dismissal traffic to clear. For safety and traffic management concerns, please do not leave a vehicle blocking any driveway or walkway and never leave the motor running in an unattended vehicle. For safety reasons, please refrain from cell phone use during carpool.

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ACCEPTABLE USE OF TECHNOLOGY

Use of technology at The New Community School should reflect a genuine respect for health and safety of each member of the school community; a desire to shape an educational environment which encourages learning and involvement; and, a willingness to show respect for one another, the school, and for the school property. Technology includes but is not limited to computers, other hardware, electronic devices including any cell phone, tablet, software, Internet, Intranet, e-mail, and all other networks. The following code of conduct is meant to clarify acceptable use of the technology at school. As the technology changes, the code will also change. However, the goal will always remain the same – to ensure that The New Community School remains an environment that values and fosters personal growth, positive self-regard, and the personal characteristics of a productive citizen. The New Community School may provide students with access to online educational services and websites through contracts with educational companies and vendors. Students may be provided with a username and password to access educational content on these websites. Such websites may collect personally identifiable information from students including usernames and passwords. Specific website company/vendor privacy policies should be consulted regarding collection of information, including information for students under the age of 13. Please contact The New Community School at any time regarding privacy questions or concerns or to request to review what personally identifiable information has been provided by the school. As requested, The New Community School can also provide contact information for the educational companies and vendors for such websites for parents to contact directly. Parents can also contact The New Community School (and/or the website company/vendor) at any time to request that they delete the personally identifiable information of their child and disallow further access. Please note that this removal could prevent the student from having access to critical instructional materials.

TNCS has the right to inspect any computer or other electronic device and the contents contained therein on demand with or without notice to the user.

CODE OF CONDUCT

1. The purpose of the Internet service and computer technology in the school is to support research, education, and personal growth. All activities should support educational objectives of The New Community School.
2. All use of technology shall respect privacy, copyright law, and shall not violate federal, state, or local laws. The school's Honor Code shall be respected.
3. Use of technology at school is considered a privilege and not a right. As such, the privilege may be removed for inappropriate use.
4. We will abide by general rules of etiquette in our use of technology at The New Community School. These include (but are not limited to) the following:
 - a. Be polite in all communications with others.
 - b. Use appropriate language.
 - c. Never share your personal address or phone number with a stranger.
 - d. Electronic mail (email) is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to the authorities.
 - e. Playing games or use of technology for non-academic purposes is limited to time when it does not interfere with another person who needs the resources for an academic purpose.
 - f. Protect the privacy of others. Do not try to learn their password, copy, change, read, or use their files, or access their wireless networks.
5. No image, audio, or video recording shall be taken, used, shared, or published without the subject's knowledge and consent.
6. The school makes no warranties of any kind, whether expressed or implied, for the service it is providing. The New Community School is not responsible for any damage, including loss of data. Use of any information obtained via the Internet is at the user's risk. The New Community School is not responsible for the accuracy or quality of information on networks.

7. Security is a high priority. Do not attempt to change, alter, or adjust the software or hardware configurations. Do not download, load, or run executable files (other than those provided by the school) of any kind on the school's computers.
8. Attempts to harm or destroy another person's data, the Internet, or other networks connected to the Internet backbone are considered vandalism.
9. Cyber bullying of any kind will not be allowed or tolerated at TNCS.
10. All aspects of our Honor Code apply to use of technology.

HISTORY OF THE SCHOOL, ENROLLMENT, NON-DISCRIMINATION POLICY

OUR MISSION

The New Community School empowers bright, talented students who are challenged by dyslexia and related language-based learning differences. The innovative and research-based college preparatory curriculum utilizes a customized educational approach to build skills in language and math and to foster academic and personal strengths – igniting the passions and gifts of unique minds.

OUR VISION

The New Community School transforms lives by creating an educational environment that celebrates the gifts of dyslexia and related language-based learning differences. The School empowers minds that think differently and inspires tomorrow's leaders and innovators.

OUR GUIDING PRINCIPLES

- We believe students with dyslexia and related language-based learning differences have the potential to succeed through increased skills, self-esteem and the identification and development of their strengths and passions.
- We believe the blend of research-based academic drill and a rigorous college preparatory curriculum is the foundation of our unique program.
- We believe in educating the whole student. Our student life programs help maximize potential for success and promote positive citizenship.
- We believe The New Community School has a responsibility to determine ways in which it can serve the educational public, including the encouragement of professional growth and educational research through the sharing of proven approaches and instructional strategies for working with the students we serve.
- We believe this program should be available to all students who are appropriate candidates.

HISTORY OF THE SCHOOL

The New Community School began in 1974 when four sets of parents sought an educational alternative for children with average to above average intelligence and poor language skills due to dyslexia (specific language learning disability.) These parents had children in a unique program in their public school, but they had been told that the same kind of program could not be continued in the secondary grades because a child needed to have basic skills to be independent. They were told that the secondary setting could not support basic skill remediation in reading, spelling, writing, and math and still move ahead with the challenge of academic courses.

Since then TNCS programming has worked to address both the remedial and academic challenge for students with specific language learning problems within one program. This is accomplished by daily intensive remediation while accommodating temporarily for skill deficits in the academic setting. As basic skills improve, the student uses those skills and increased knowledge of his or her learning style to become increasingly independent in the academic setting. Small class size of six to eight students in academic classes and two to four students in remedial language classes as well as creative academic support systems (pg 7) are key to the success of the students who attend.

After being housed in churches for the first seven years the school moved in 1981 to its current location. The campus style setting with small classrooms and offices in ten buildings is located near the interchange of Interstates 95 and 64 in the Hermitage Road Historic District of Richmond's north side.

NON-DISCRIMINATION POLICY

The New Community School admits students of any race, religious belief, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religious belief, national or ethnic origin in the administration of its educational policies, admissions policies, hiring, scholarship and loan programs, athletics and other school administered programs.

VIOLENCE PREVENTION

Commonwealth of Virginia regulations require The New Community School to include a statement of violence prevention policy, to include prevention of self-injurious behavior.

While incidents of student violence at The New Community School are extremely rare, the School has nonetheless maintained a variety of measures to, among other reasons, prevent instances of student violence and self-injurious behavior. These include:

- early intervention through the School's low student-teacher ratio, advisor system, and individualized, counseling-oriented philosophy on discipline
- communication with parents, the School Counselor, and outside counselor (if applicable) in the event of a student's emerging tendency toward violence
- faculty supervision at break, lunch, and after school, and well-defined on- and off-limit areas for students
- advising and counseling programs that offer students positive alternatives to unacceptable behaviors, including violence

If the School becomes aware of a student's potential tendency toward self-harm, the student may not be permitted to attend school without a note from an attending psychologist saying that the student is no longer a threat to self or others.

Behavior management techniques are applied in order of their degree of intrusiveness or restrictiveness. The decision to use behavior management techniques of increasing degrees of intrusiveness or restrictiveness should be that of the Division Director, and only when less intrusive or restrictive techniques have proven ineffective.

Physical restraint or seclusion is allowed only in an emergency situation and only when necessary for a time period to protect the student or others from imminent danger of serious harm, and only after less intrusive interventions have been attempted and have failed to manage that particular behavior, and where there is a substantial explanation for why the other interventions were deemed inadequate or inappropriate. The need for such measures is extremely rare at The New Community School.

The use of restraint or seclusion, particularly if there is repeated use for an individual child, multiple uses within the same classroom or office, or multiple uses by the same individual, shall trigger a review and, if appropriate, a revision of behavioral strategies currently in place to address dangerous behavior.