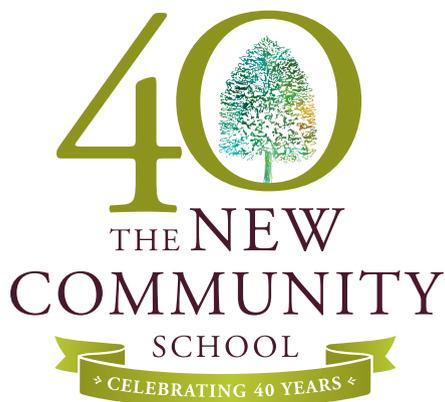


CELEBRATING 40 YEARS



OF TRANSFORMING LIVES



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What an amazing thing it is to know that The New Community School has been transforming lives for 40 years. It is my honor to continue my service as president of the Board of Trustees of this wonderful school. Years ago I watched my two sons blossom during their time here at New Community. Today it gives me the same pride to see our current students embrace their strengths, hone their skills, and build their own identities as they prepare for the future.

As we take this look back over the last four decades, I feel that there has never been a more exciting time to be a part of the TNCS family. Our student body continues to grow in size and strength. Our incredible faculty is helping our students overcome the challenges of dyslexia and unlock their gifts in new and profound ways. Our expanding athletics, arts, and electives programs are helping our students find their own unique passions. The board is working hard to put plans in place that will help this school continue to grow in size and scope in the years to come.

Hairstyles have changed and fashion trends have come and gone, but since 1974 what has never waived is this school's steadfast commitment to the customized instruction and skills development that has impacted the lives of more than 1,000 students. I hope you enjoy this glimpse into the last 40 years of TNCS, and make plans to join us as we celebrate this spring. Happy 40th Anniversary TNCS!

Please join us as we celebrate the



ANNIVERSARY

of The New Community School

SATURDAY, MAY 2, 2015 • 5:00 - 9:00pm

5:00 • Cocktails & Tours at The New Community School

6:00 • Heavy hors d'oeuvres Free • Must be 18 or older

7:00 • Dancing & Socializing Dressy Casual Attire

RSVP to 264-3276 or rsvp@tncs.org

Past, Present, & Future: Celebrating 40 Years of TNCS

Past: The New Community School: A History Page 4

Present: Technology & New Possibilities: 21st Century Education Page 8

Future: Building on Strengths Page 12

SPRING 2015

Watercolor (page 14) by Pat McClane, Smith McClane Architects

Please direct questions or comments about this publication to info@tncs.org, 804.266.2494 x29



The New Community School was founded in 1974 by four families. Each came from different parts of the city, but what they had in common was that each had a dyslexic sixth grade son who had done well in an Orton-Gillingham-based program at Grace Arents School in Richmond. Each had been told that at the end of sixth grade the remediation would end. That seemed illogical: if their sons could make progress with their reading and spelling skills in June, why not in September? Was age twelve really too late? They did not believe it was. They did their homework, found an expert who agreed with them, and set about to create a new school.

TNCS opened in the fall of 1974 in rented quarters at St. Stephen's Church on Grove Avenue with 27 students in grades 7-10. The founders persuaded Alice Ansara, a nationally recognized expert in the education of dyslexic children, to help design the program. They also convinced two of the teachers who had worked with their children at Grace Arents to join the TNCS faculty. Mary Cheatham and Ruth Lund went on to develop the TNCS Language Fundamentals (LF) program. During that first year all students took English, math, social studies, science, and LF. Each Thursday the entire student body journeyed to the University of Richmond for enrichment activities.

The next year, with enrollment growing to nearly twice the size, the school moved to larger quarters at Ginter Park Baptist

Church in Richmond's Northside, and added 11th grade. The faculty consisted of nine teachers plus two LF interns. Course offerings were expanded to include physical education and Spanish, and the first soccer teams were fielded.

My fondest memory of TNCS is that the founding families loved their children so much they started a school where their children might succeed...in the process they helped scores of other children.

-GB Little, G'79

The school remained at Ginter Park for six years. Being housed in the church's Sunday School wing, we put our things away every Friday and set our rooms back up every Monday. Year two was a rocky one for the school. At the end of the year a number of students left for a variety of reasons, and the Board hired a headmaster from a traditional prep school in the northeast.

Year three was also eventful. On the positive side, we had our first graduating class of two students. But the school also had a budget shortfall. The new headmaster resigned and the school almost closed, but did not thanks to the dedication of parents, faculty, and board. Instead, TNCS began to prosper. Julia Ann Greenwood, then Language Fundamentals Department Chair, was asked to lead the school, first on an interim basis but eventually as our first true Head of School. It was a position she would hold for the next thirty-four years. Under Julia Ann's leadership the school found its footings, and by 1980 it was clear that the experiment was a success. It was time to find a permanent home.

In the spring of 1981, after the school's first capital campaign, TNCS acquired Willowbrook, a 1923 Mediterranean revival estate that had, for many years prior, housed a plumbing business. Classes opened in our first real home in the fall of 1981. The campus consisted of Massey Hall, the science building (aka the garage), the barn, and the cottage. We had 54 students. At that time we were still transporting students to a nearby YMCA for PE class twice a week. Elective classes met for a double period, also twice a week.

In the mid 1980s TNCS approached the Virginia Association of Independent Schools about the possibility of seeking accreditation. At that time VAIS did not have a single

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1970s

A SCHOOL IS BORN



TNCS is founded by

- Pat & Bob Horgan
- Anne & George Little
- Elizabeth & Stuart Schmidt
- Laura & Alan Siff

1st Year Population & Location

- 7 Classrooms
- 7 Teachers
- 27 Students, Grades 7-10
- St. Stephen's Episcopal Church



Moved to Ginter Park Baptist Church

- 9 Teachers
- 2 LF Interns
- 40 students
- Grades 7-11



First Graduation: 2 Graduates

Julia Ann Greenwood becomes Head of School - a tenure that will last 34 years



FIRST:

- Yearbook
- JV Soccer Team
- Track Team
- Chesapeake Bay Trip

1974

1975

1977

1978 & 79

special school among its members. We would be the first. We conducted our self-study during the 1986-87 school year; that spring a visiting team, headed by George McVey, then head of St. Christopher's School, arrived on campus. Later that year we were officially welcomed into membership.

Over the next ten years the school grew and the program improved. In 1993 we began to explore the possibility of adding a sixth grade; the first sixth graders were admitted for the 1994-95 school year. The middle school that year consisted of 19 students, entirely housed in the Rancher. Realizing the need for an on-campus athletic facility and meeting space, the school embarked on a second capital campaign. The result was the Activities Center and athletic field, which both opened in 1995. Physical education, athletics, and graduation could finally take place on campus.

In the years since, there have been plenty of other changes. As the middle school grew it began to take on a life of its own. It was no longer simply an adjunct to the high school. Our third capital campaign saw the purchase and renovation of the building that became the Middle School. We brought in our first desktop computers, then added the internet - one computer could use dial-up access, as long as no one was using that phone line. As the school grew, a fourth campaign brought important technology upgrades and the renovation of what is now the Arts & Humanities building. Enrollment

slowly rose, reaching the 70s, 80s, 90s, and finally topping 100.

In late 2010 Julia Ann Greenwood announced her intention to retire in June, 2012. The trustees embarked on a national search and in late 2011 announced the appointment of Nancy Foy as the school's second Head of School. There have been many changes in the three years that Nancy has led the school: a fifth grade has been added, enrollment is up by more than 30%, the campus network has been upgraded, and a 1:1 computer program (1 device per student) was instituted. But many more things have stayed the same: our mission is essentially unchanged; we still serve bright dyslexic young people, offering Orton-Gillingham skills development and challenging college preparatory academics, we still meet each student where he or she is, we are still true to Alice Ansara's motto, "As fast as you can but as slow as you must."



Gita Morris is New Community's longest serving faculty member, having arrived in the school's third year. In addition to teaching Upper School History, Gita serves as Director of Studies and College Counselor.

Tomorrow begins today.

Have you remembered New Community in your estate plans?

The Dickinson Greenwood Society honors individuals who have included TNCS in their estate plans. As you plan for your legacy, we hope that you will remember New Community and help carry on our important work.

Planned gifts such as bequests, retirement designations, charitable trusts, annuities, and more help to ensure that New Community has the ongoing resources to help ignite the passions of young minds, and enables you to make a gift that will provide benefits for a lifetime.

For more information please call (804) 264-3276 or email development@tncs.org.



DICKINSON GREENWOOD SOCIETY

1980s

TRADITIONS ARE MADE



The School purchases and moves into its new home on Hermitage Road

- 54 Students
- Campus included Massey Hall, the Science Building, Cottage, & Barn



FIRST:

- Cheerleaders
- Chess Tournament



FIRST:
Soccer trophy awarded



FIRST:

- Middle School Lock-in
- Tennis Team
- Science Fair
- Mary S. Cheatham Award for Exemplary Citizenship



Virginia Association of Independent Schools accredits New Community, the first specialized school to attain membership

1981

1982

1983

1984

1987

We are all very aware that we are living in an era of an unprecedented rate of change. Technology is largely driving that change and it seems that each new day there is a new app or new gadget or a faster way to process information. Technology continues to have far reaching effects on all aspects of our daily lives. Schools are no exception. The traditional way of teaching is being challenged and how we respond is vitally important to how effective education can be for our students for their future.

This generation of students has been dubbed the “digital natives”. We older adults marvel at their innate ability to manipulate digital information, multitask, and solve the logistics of managing their digital devices. Their social needs and development are being satisfied through social media at any time of day they choose to interact with each other. There can be little doubt that they are developing an emerging culture that will be different than what is present today.

We adults sometimes feel tension from this emerging culture as we grapple with the myriad of issues that the use of technology by our children has presented. We also feel anxious as we think about their education. If education is to equip them for their journeys as successful adults, then educators must be forward thinking as to how school needs to be evolving for their future. What makes our heads spin is that we can't with any confidence define that future.

In the past there was some predictability about the life for which educational systems were preparing students. There were the basic skills of reading, writing, and arithmetic; there were (and continue to be) prescribed curriculums of information largely presented by teachers to help students acquire a knowledge and reasoning base to be literate and functional citizens; and then there was college, the advanced preparation for some chosen career most often thought of as a life-long career. There were apprenticeships and job advancement opportunities working for companies that seemed secure in the goods and/or services they provided. Much of that predictability is no longer present and that is what leaves educators challenged with such questions as “What do our students need to be prepared for to be successful participants in their future?”

Tony Wagner, who is co-director of The Change Leadership Group at the Harvard Graduate School of Education, has spent considerable time devoted to the question of student preparedness. His work led to a book, entitled “The Global Achievement Gap.” Dr. Wagner talked with many companies to better understand the workplace. From his research he came up with a group of common skills and abilities that he believes are necessary for future success. He called them the Seven Survival Skills. The skills he identified were critical thinking and problem solving; collaboration across networks and leading by influence; agility and adaptability;

initiative and entrepreneurship; effective oral and written communication; accessing and analyzing information; and curiosity and imagination. These are now commonly known as 21st century skills.

In his book “A Whole New Mind; Moving From the Information Age To the Conceptual Age” Daniel Pink gives some insight into why there is a significant shift toward needing people with 21st century skills. Pink talks about our culture as an age of overabundance. We live with an overabundance of products, services, and information. Computers now do so much of the routine task driven work (including running factories and the assembly lines that were the hallmark of employment in the industrial age), but what computers can't do yet is provide the curiosity, creativity, imagination, and innovation that is the brilliance of the human mind.

We at TNCS have been studying the educational challenges and opportunities posed by this emerging 21st century culture. A faculty study group has spent almost two years researching, talking about, and ultimately envisioning how TNCS can most effectively equip our graduates for a future we can only imagine. We first determined which abilities were most essential for our students, and then constructed a model of moving gears designed to represent a process for integrating 21st century skills with our college preparatory curriculum

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TNCS helped me build my love for learning by teaching me how I learn best. Instead of being a chore, schoolwork became a way to exercise what I know. *-PJ Gorrell, G'12*



1990s

ROOTS ARE EXPANDED



Purchased the Rancher in 1990 and renovated in 1991



Activities Center Groundbreaking, March 1994 and ribbon-cutting, May 1995

In the fall of 1994 the Middle School opened with 19 students in grades 6-8, the first 6th Graders at TNCS



Purchased the Middle School building and the Baker House for Business and Development



Completed renovations of the Middle School and opened in the fall with 39 middle schoolers



1990 & 91

1994 & 95

1997

1999

(see illustration pg. 11). The school's strategic plan provides the design specs for our program as we look backward and work forward during this exciting time of implementation.

The faculty intuitively have already shifted their mindsets toward new possibilities. They have integrated technology into their classrooms where all students have either an iPad or laptop computer. Every student having instant access to multiple information sources and multi-media presentations of that information has been liberating in terms of how instruction can be planned and implemented. Many teachers have "flipped" their classrooms which means that what once was the main focus of the classroom (information delivery) is now done as homework. This frees up class time for activities that actively engage students with the content. There is a shift happening toward more project based learning that lends itself to development of all of the 21st century skills. There is also a notable shift from a teacher-centered classroom to a student-centered classroom with increasing opportunities for individualization to student strengths. The teacher is becoming more and more a facilitator of activity and less and less the deliverer of information.

A good example of this recently took place in the Middle School. The 5th, 6th, and 7th grade faculty planned and implemented a forward thinking project to experience the possibilities of instruction that builds on the 21st century

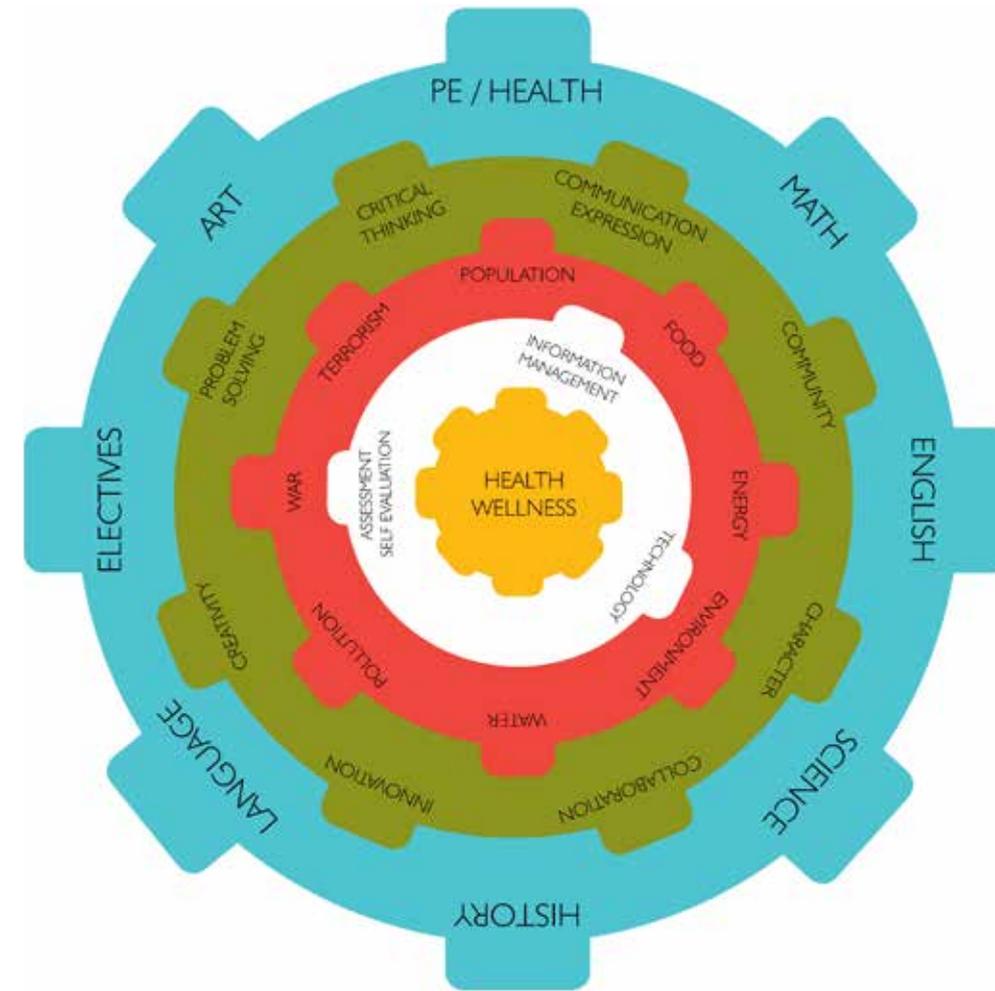
skills. Our younger students do not take semester exams, so during review and exam week, their teachers threw aside the regular schedule and the entire available eight days were devoted to interdisciplinary project work. The 5th and 6th graders were charged with developing different colonies that would ultimately need to interact with one another. The 7th graders were charged with building civilizations and were ultimately forced to deal with solving an unknown illness that began in one of the civilizations and spread to the others. Both projects included problem solving, critical thinking, collaboration, the need for leaders, the need for different roles and skills, and the ability to communicate all that was taking place. Creating and then evaluating these sorts of experiences is what will successfully keep TNCS relevant and effective for not only our current students, but help us be prepared for the students yet to come during the 21st century.



Donn Lancaster has been with TNCS for 19 years. Upon arriving he was the only middle school science teacher. As the middle school grew, he became the middle school coordinator with an emphasis on community development, and that position evolved into becoming the first dean. He currently teaches 8th grade science.



Robin Forsyth teaches Language Fundamentals. Her career has been dedicated to creating programs for high school students with learning differences to succeed in college preparation.



- layers represent:
- Core content / fundamental skills
 - Success in the 21st century
 - Most urgent problems facing us in the next 40 years
 - 3 areas that affect every element of the academic program
 - Core that drives all the other elements

2000s

A NEW MILLENIUM



Purchased the Arts & Humanities Building

2001



Enrollment passes 100 for the first time

2003



TNCS began a chapter of the National Honor Society, inducting its first 7 members in October

2005



Moved into the newly renovated Arts & Humanities Building

2007



The Parents Association held their inaugural READ Art Show & Sale

2009

BUILDING ON STRENGTHS

Nancy Foy

As we celebrate 40 years of transforming lives here at TNCS, we honor our past, celebrate our present, and prepare for our future. From the inception of our school to today so much is fundamentally the same and at the same time, so much has changed.

As you read in our “History of TNCS” article, our school was founded by four sets of parents who believed bright, dyslexic students needed a school that focused on how they learned and helped them reach college and beyond. I recently visited with each of our founding families. Their passion for this school, forty years later, has not faded. Hearing them speak about why we were needed, sharing personal stories, and stories from the early years was such a treat for me this holiday season. This passion and dedication from our parents has not changed. We often hear from our parents how our school “transformed “ not only the life of their child but their family unit.

We have built on the strengths of our past to reach where we are today. The work and dedication of Julia Ann Greenwood was a wonderful strength of the school for over thirty years. I humbly serve as the next leader of this fine school, taking us into the next forty years. In year three of my headship, I can tell you that at our core we are who we have always been. We value our dedicated and knowledgeable faculty, we strive to keep on the cutting edge of research and pedagogy

in teaching dyslexic students, and we continue to prepare our students for college. Building on the strength of who we have always been, we have added a third leg to our footstool; being very intentional about helping our students build on their own personal strengths, identifying and nurturing those strengths, customizing our program for our students, offering them opportunities to develop these interests and strengths. Our students are seeing that being dyslexic creates not only challenges but advantages.

Building on our sound academic program, we have created many additional courses in content areas and electives alike. Our language fundamentals department is creating more advanced courses for our students who are ready for more challenge in this area. As our students are building their skills in reading, writing, spelling, and math, more and more are choosing to stay at TNCS because our program is well rounded, yet specific to their learning styles. They know they are at a school where our faculty understands the way they think, are supportive, and will prepare them for college. Our arts, drama, technology, and sports programs are growing, allowing our students to have a richer experience. Our students get both what they need and what they want in a school setting here at TNCS.

Our school started in a church basement. Luckily our

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When I went to New Community I was given a new start. I was shown that I could be successful in school, and that gave me confidence to make changes in other areas of my life. I still credit much of my success today to the changes that happened while I was there. *-Jay Parker, G'90*



2010s

POSITIONING FOR GROWTH



DICKINSON GREENWOOD SOCIETY

The Dickinson Greenwood Society concluded its charter year with 43 founding members who have made provisions for TNCS in their estate plans



Nancy Foy takes over as Head of School in July



A record number of 19 graduates in the Class of 2013

Lancaster Commons in the Middle School was named for Donn Lancaster, the first Middle School Dean



5th Grade opened for the first time in the fall of 2014



2011

2012

2013

2014

facilities have changed and developed over the years. We now own over 8 acres of property in the Hermitage Road Historic District, stretching the boundaries of our beloved “Willowbrook.” As our student body grows, so does our need for additional buildings. We have a current enrollment of 135 students with projected growth to a student body of 200 over the upcoming years. To accommodate this growth, we have recently completed the design drawings for a contemporary learning center that will house intentional arts space, both 2D and 3D, music and drama space, technology based electives space, a commons for divisional assemblies, lunch, collaboration, and community outreach as well as eight content classrooms and four language fundamentals

classrooms. This is the first phase of a multi phase project to build out our campus.

At TNCS, we continue to empower our students, ignite their passion, rethink intelligence, and be thought leaders in the areas of dyslexia and language based learning differences, serving as a resource to our community. I am very excited about the possibilities for our next forty years.



Nancy Foy is in her third year as Head of School at TNCS.



Help us celebrate 40 transformative years by joining the \$40 for 40 Campaign!

Your gift of just \$40 helps support student life programs, athletics, financial aid, and so much more. It’s an amazing time to be a part of the TNCS family. Please help us finish our 40th year with a bang with a \$40 gift today!

To make your tax deductible gift:

- Visit tncs.org and click “Donate”
- Call (804) 264-3276
- Mail your gift to:
\$40 for 40, The New Community School, 4211 Hermitage Road, Richmond, Virginia 23227

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.





THE NEW COMMUNITY SCHOOL

4211 Hermitage Road, Richmond, VA 23227

ADDRESS SERVICE REQUESTED

