



STUDENT/PARENT HANDBOOK 2017-18

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The New Community School is accredited by the Virginia Association of Independent School and the Southern Association of Independent Schools, 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.

OBJECTIVES FOR STUDENTS

PERSONAL & SOCIAL

Students of The New Community School will

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

SKILL DEVELOPMENT

Students will

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

ACADEMIC GROWTH

Students will

- work cooperatively with teachers to expand their knowledge and to try new approaches, providing a solid foundation for further education;
- learn how to use research and technological resources that help them become more independent learners;
- ask relevant questions and use their strengths and intelligence to the fullest extent possible;
- apply improved skills and strategies to academic work;
- value academic integrity;
- practice 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. All 7th grade students participate in a nine-week Keyboarding course. All rising 7th through 11th grade students must also pass a computer competency test or attend tutorials with the Director of Educational Technology and Information Services to obtain needed skills. 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 after school, summer classes, and enrollment in Health and Physical Education in the upper grades, at the discretion of the Chair of the Health and Wellness Department. 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.

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) and Southern Association of Independent Schools (SAIS), is a member of 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.

Periodic narrative reports and conferences provide insight into each student's progress, including an account of the accommodations necessary for the student to achieve at his or her current level of performance.

Student progress reports are issued four times a year, at the end of each quarter, and interim information is posted on the school's Portals site frequently.

Letter grades are given for all courses in grades 8-12 except electives and LF classes. Classes in grades 5-7 are assessed on a standards-based system using a 1-4 proficiency scale, except for LF and electives. Math courses are graded using the letter scale beginning with Pre-Algebra.

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:

A = 4.0	B+ = 3.5	C+ = 2.5	D+ = 1.5	F = 0.0
	B = 3.0	C = 2.0	D = 1.0	

ACADEMIC SUPPORT SYSTEMS

ACADEMIC SUPPORT & STUDY HALLS

We offer several opportunities for academic support. All students have a daily Extra Help period. Students are encouraged to meet with teachers after school. 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 3:40pm.

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. **Assigned students should plan to stay in After School Study Hall until they have completed their obligations and have been dismissed, or until study hall ends for the day. Middle School Study Hall ends at 4:30, and Upper School ends at 5:00.**

STUDY HALL STUDENT RULES AND RESPONSIBILITIES

1. COME PREPARED

The time between 3:30 and 3:40pm. 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 3:40pm.

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

Independent work 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.

Assignments are distributed in class and posted on Portals. Teachers are accessible for questions regarding independent work during reasonable evening hours. Students should expect independent work to be assigned in all their academic classes daily. If you have concerns about the amount of time your child is spending on independent work, 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 teacher may ask a student to redo an assignment. A teacher may also ask to meet with the student to clear up any confusion. 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 independent work 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.

In order to be prepared for class work and homework assignments, students need certain required supplies. All required 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 books and materials. Since students have limited storage space at school, most find that a backpack 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.

TECHNOLOGY REQUIREMENTS

5th – 7th Grade

5th through 7th grade students will need a Wi-Fi capable iPad. We recommend the iPad, iPad Pro, or iPad mini 4. If you have an older model iPad it is recommended that you reach out to our Director of Educational Technology & Information Services to discuss your device. Most older models will work. Parents are encouraged to put a rugged case on their device. Some to consider would be OtterBox, LifeProof, Survivor, and Gumdrop. Families will be given a list of required apps towards the end of the summer.

8th – 12th Grade

8th through 12th grade students will need an Apple laptop. Please select from the MacBook Pro or MacBook Air. It needs to have a minimum of

- Storage: 256 GB
- Processor: at least 1.6 GHz dual-core
- Memory: 8 GB

NOTE: the newer models of the Macbook Pro have USB-C ports only, which will require attachments (called dongles, available at extra costs) to do things usually done with a USB-3 enabled accessory (thumb drives, cameras, projectors, etc). Please keep this in mind when purchasing and inquire if you will need an adapter (also known as a dongle).

Provided For All Grades

The New Community School will provide 5th through 12th grade students with a variety of tools utilized throughout the school year to include:

- Office365 school account (with 5 downloads of Office)
- Learning Ally (approximately \$30 billed to student account)
- Bookshare
- Britannica School
- Britannica Image Quest
- NoodleTools (specific grade levels)

See the Policy on Acceptable Use of Technology, Appendix 1, pg. 25

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 as appropriate for their current language skills.

Final examinations are given twice a year, in December and June. In some classes, summative projects will be given in lieu of an exam. In the Upper School and 8th grade, examinations cover the entire semester's work. Examinations take longer than a usual class period or test. Students in grades 5-7 collaborate on cross-curricular projects during examination periods instead of taking exams. Specific details on schedules during exam week will be provided by the school.

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.

Seniors who have an A or a B in a class entering the spring Review Week and who have not been absent more than 10% of class meetings may opt out of the spring exam for that course. Students are not expected to be on campus during Review Week for classes in which they are opting out. However, exempt seniors are still expected to be at school for other obligations, and should be in communication with the Director of Upper School about expectations during Review Week.

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 Director of Studies is the TNCS site coordinator for VHS, has 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 AND TARDIES

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**. If appointments must conflict with school, it is important not to miss the same class repeatedly.

Families are expected to make all reasonable efforts to assure that students arrive at school between 7:45 and 7:55am. **Students who are late to school are 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.**

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.

When a student establishes a pattern of absences and tardies, a mandatory meeting involving the student, parents, and Division Director to develop a plan that will allow for the maximum academic and personal benefit for the student. The school may require follow-up meetings after additional absences to update the plan.

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 Administrative Staff consists of the following persons:

- Head of School – Nancy Foy, Ext. 2212
- Co-Director of Upper School (Grades 11-12) – Carolyn Tisdale, Ext. 2218

- Co-Director of Upper School (Grades 9-10) – Adam Rothschild, Ext. 2246
- Interim Director of Middle School, Director of Athletics – Eric Gobble, Ext. 2225
- Director of Studies – Gita Morris, Ext. 2219
- Director of Educational Technology & Information Services – Jessica DelMonte, Ext. 2226
- Director of Business and Operations – Joy Buzzard, Ext. 2211
- Director of Admission – Carolyn Tisdale, Ext. 2218
- Director of Development – Dan Stackhouse, Ext. 2228
- Director of Special Programs – Adam Rothschild, Ext. 2246

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 14).

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, or prohibit a student from bringing a phone to school, if used inappropriately. Examples of inappropriate use include: phones ringing in class, texting or social media use during class, 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

Subjects including substance abuse and sexuality are part of the Health and Wellness curriculum. The school's curriculum follows the Virginia Department of Education grade-level guidelines. Boys and girls are separated for this portion of the course. Parents/guardians may choose to opt their child out of all or part of this program by contacting the school nurse.

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*.

HOURS OF OPERATION/SUPERVISION

School supervision begins at 7:45am, the first bell rings at 7:55am, and classes end with dismissal at 3:30pm. 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 7:45am and is locked at 5pm. **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 3:30pm 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.

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.

PARENT MEETINGS

There are several times throughout the year for parents to meet with school personnel. Each fall there are grade level meetings for parents and representatives from the school, which are helpful opportunities for networking with other parents and discussing topics of relevance.

Parent's Night, held in September, 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, a parent-advisor conference in the fall, and 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 contact the Head of School or the Director of Finance & Operations to request 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.

SPRING: Student led advisor conference, Written progress report on IIP goals

END OF YEAR: Advisor reports, 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. Parents also receive a weekly email with a direct link to this resource. The school encourages parents to make a habit of checking this helpful resource regularly.

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, 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 4:30pm 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 and their TNCS email 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. The school nurse or her representative will initiate communication with parents when a student needs a dismissal for medical reasons.** 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. 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. In conjunction with the school nurse, 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.

Concussions have an impact on academics as well. The Center for Disease Control has published guidelines for schools that allow concussed students a gradual return to normal academic activity. In case of a concussion, the school, the parents, and the child's medical professional should work together to develop an ongoing, appropriate plan that will balance the child's academic and medical needs.

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 10, ALCOHOL AND SUBSTANCE ABUSE pg 14, MEDICATIONS pg 17)*

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, and emergency procedures are posted throughout campus.

EMERGENCY PROCEDURES FOR STUDENTS

Emergency	Where to Go	What to Do
Fire	Central Green	<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:

Physical Examination Form

- Students must have a completed physical on file before they can participate in athletics.
- Portions of this form need to be completed by the student, parent, and a physician.
- Beginning in Fall 2018, all students will need a completed annual physical examination form on file before the start of school dated after May 1, 2018.

Administration of Medication Forms

This form should be completed if:

- the student should take any medication at school (prescription or non-prescription),
- 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,
- 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:

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

Medical Authorizations

Parents must complete this form to:

- provide authorizations in case medical emergency treatment is needed for your student,
- allow the school to dispense some over-the-counter medications to your student as needed,
- 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

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. Every student has the opportunity to participate in a sport, regardless of skill or experience. However, participation on a team is a privilege that can be removed for reasons related to attendance or attitude. 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.

According to the Commonwealth of Virginia, "Bullying means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power of imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. 'Bullying' includes cyber bullying. 'Bullying' does not include ordinary teasing, horseplay, argument or peer conflict." Because safety is a prerequisite to learning and growth, The New Community School will treat instances of bullying as serious offenses which place the student's enrollment 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 discreetly.

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

The TNCS community values a system for student dress that allows for comfort, is easily defined and enforceable, and encourages neatness and respect for the occasion. 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 are all engaged. When students dress well, their attire sets the tone for a focused, professional learning environment, even while allowing for some degree of individual expression.

The TNCS Dress Code is a three-tiered system. On a typical school day, student dress expectations outline 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 established 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 appropriate, so students will be permitted to dress in line with "Casual Day" guidelines. Examples include the school's Halloween celebration, themed dress days that are part of the Student Life program, and days with special outdoor activities or field trips.

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.

Tier 2: Typical School Day

Male Pants	Female Pants, Dresses, and Skirts
<ul style="list-style-type: none"> • Khaki-style pants, corduroy pants, or jeans may be worn. Pants must not have holes. • Khaki-style shorts of any color may be worn. Athletic pants or shorts may not be worn. 	<ul style="list-style-type: none"> • Khaki-style pants, capri pants, or jeans may be worn. • Khaki-style shorts of any color may be worn. Athletic pants or shorts may not be worn. • Dresses, skirts, and shorts may be worn that are fingertip length or longer. • Leggings and other tight knit pants may only be worn under tops, skirts, or dresses that are fingertip length or longer.
Male Shirts and Sweaters	Female Shirts and Dresses
<ul style="list-style-type: none"> • Males are expected to wear a collared shirt, such as a button-down shirt, a flannel shirt, or polo shirt. Henleys are also permitted. • Shirts must be buttoned, except for the top button, which may remain unbuttoned. • Males may wear a long-sleeved sweater (not a sweatshirt or jacket) over a t-shirt. • T-shirts are not permitted as an outer layer, with the exception of branded TNCS t-shirts. • Seniors may wear a t-shirt branded with the college to which they have committed to attending. 	<ul style="list-style-type: none"> • Females may wear sweaters, blouses (with or without collars), or tops more formal than a t-shirt. • All tops must have a non-revealing neckline without pictures, slogans, logos, or cutouts. • Sleeveless blouses or dresses must have straps that are at least two finger-widths wide and fully cover undergarments. • T-shirts are not permitted as an outer layer, with the exception of branded TNCS t-shirts. • Seniors may wear a t-shirt branded with the college to which they have committed to attending.
Male Sweatshirts and Layers	Female Sweatshirts and Layers
<ul style="list-style-type: none"> • Sweatshirts, hooded sweatshirts, fleece jackets, and quarter zips, including those worn as outerwear, must be free of logos except for: <ul style="list-style-type: none"> ▪ a small brand logo on the chest. ▪ branded TNCS clothing ▪ Seniors may wear sweatshirts branded with the college to which they have committed to attending. • Layers may not be removed to reveal clothing that does not comply with the TNCS dress code. • Outerwear should be removed in class. 	<ul style="list-style-type: none"> • Sweatshirts, hooded sweatshirts, fleece jackets, and quarter zips, including those worn as outerwear, must be free of logos except for: <ul style="list-style-type: none"> ▪ a small brand logo on the chest. ▪ branded TNCS clothing ▪ Seniors may wear sweatshirts branded with the college to which they have committed to attending. • Layers may not be removed to reveal clothing that does not comply with the TNCS dress code. • Outerwear should be removed in class.

Other Considerations

- In general, clothing must not be frayed, see-through, overly revealing, inappropriately tight, or have holes. Clothing may not contain inappropriate language or advertise alcohol, tobacco, or other illegal substances. School administration has the final say as to appropriateness of attire.
- Hats and other headwear should not be worn indoors. Hairbands designed to keep hair away from the face are permitted. Bandanas may not be used for this purpose.
- Students may not have extreme piercings or tattoos.
- Students must have hair of a natural color, without extreme hairstyles.
- With permission from school administration, exceptions to this dress code may be made on an individual basis for religious or health-related reasons.

Tier 3: Formal Occasions

Attire for Males	Attire for Females
<ul style="list-style-type: none"> • Sport coat, dress shirt tucked in, tie, dress pants or khakis, belt, and dress shoes. • No baseball caps. 	<ul style="list-style-type: none"> • Dress or skirt (fingertip length or longer), or blouse and slacks. • Dress shoes. Flip-flops, clogs, and sneakers are inappropriate.
Other Considerations	
<ul style="list-style-type: none"> • 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 1: Casual Days and Themed Dress Days

Attire for Males	Attire for Females
Tank tops remain impermissible.	Revealing tops remain impermissible. Standards from typical school days governing straps for tops remain in place.
Other Considerations	
<ul style="list-style-type: none"> • Shirts, including tee shirts, with appropriate, non-offensive graphics and writing are permitted. • Athletic pants and shorts are permitted. 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. 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, issued appropriate clothing to wear for the day, or have appropriate clothing brought from home.

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

The New Community School is built on trust. 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 should be raised to the course teacher involved. When in doubt, students should ask the teacher.

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

LUNCH & FOOD

We urge students to bring nutritional lunches and substantial snacks to have at break and lunch periods. We encourage students to bring water to class. Pizza is available for purchase at school on Monday to help support our athletic program and will be charged to student accounts. Lunch can be purchased in advance Tuesday, Wednesday and Thursday through our outside vendor. Information on ordering those lunches is on our website. On Fridays, TNCS will host various food truck vendors (cash or credit) on our campus. Occasionally, school organizations will hold fundraising lunches (cash or account). Healthy vending machine options are available for purchase in Founders Hall.

ON / OFF LIMIT AREAS

Students are required to be in supervised areas during lunch and break and before and after school.

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 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, technological devices, and contents of lockers or cubbies.

PHYSICAL EDUCATION ATTIRE

At The New Community School, physical education is required of all Middle School students. Upper School students must take two years of Health and PE.

For participation in physical education class each student will need to wear a TNCS gym shirt, shorts, socks, and sneakers (non-marking soles). A student is prepared for class only when he/she attends class wearing the proper clothing (shirt, shorts, socks and shoes). Gym shirts are available for purchase online.

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, drive in a safe manner, 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.

Students who drive to school should minimize trips to their vehicles during the school day. Students who are not drivers should not be in the parking lot during the school day.

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

All traffic enters campus through the first gate and exits campus through the second (north) gate in front of Massey Hall. Students may not be dropped off or picked up from either small semi-circular driveway or from the curb on Hermitage Road during carpool time. Students may be picked up or dropped off in the Massey Hall driveway at low-traffic times of day.

Arrival

After entering through the main gate, continue straight past Massey Hall. Student drivers will continue on the roadway past the Cottage and park in the Gym parking lot. Drivers who are dropping off students will turn left after passing the Science Labs and unload passengers between the Labs and Massey Hall. Cars should complete the left turn before allowing students to unload.

Dismissal

After entering through the main gate, continue straight toward the Gym parking lot, being careful of all crosswalks and of two-way traffic in front of the Cottage. The dismissal line continues through the Gym parking lot, turns left at the end of the lot and into the loading zone between Founders Hall and the crosswalk. Students should load in the loading zone only. Please pull up as far as traffic allows before loading students. Student drivers are required to wait until dismissal traffic subsides before leaving the parking lot. Dismissal traffic has right-of-way ahead of cars leaving parking spaces.

The curb in the dismissal zone is a fire lane. Drivers waiting for the end of an athletics practice or a student in study hall should wait in a parking space in the Gym lot if one is available.

Drivers on a tight schedule for pickup 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.

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 the 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 tell your personal address or phone number to 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. 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 learning differences. The innovative and research-based college preparatory curriculum uses 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 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 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 5) 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.

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