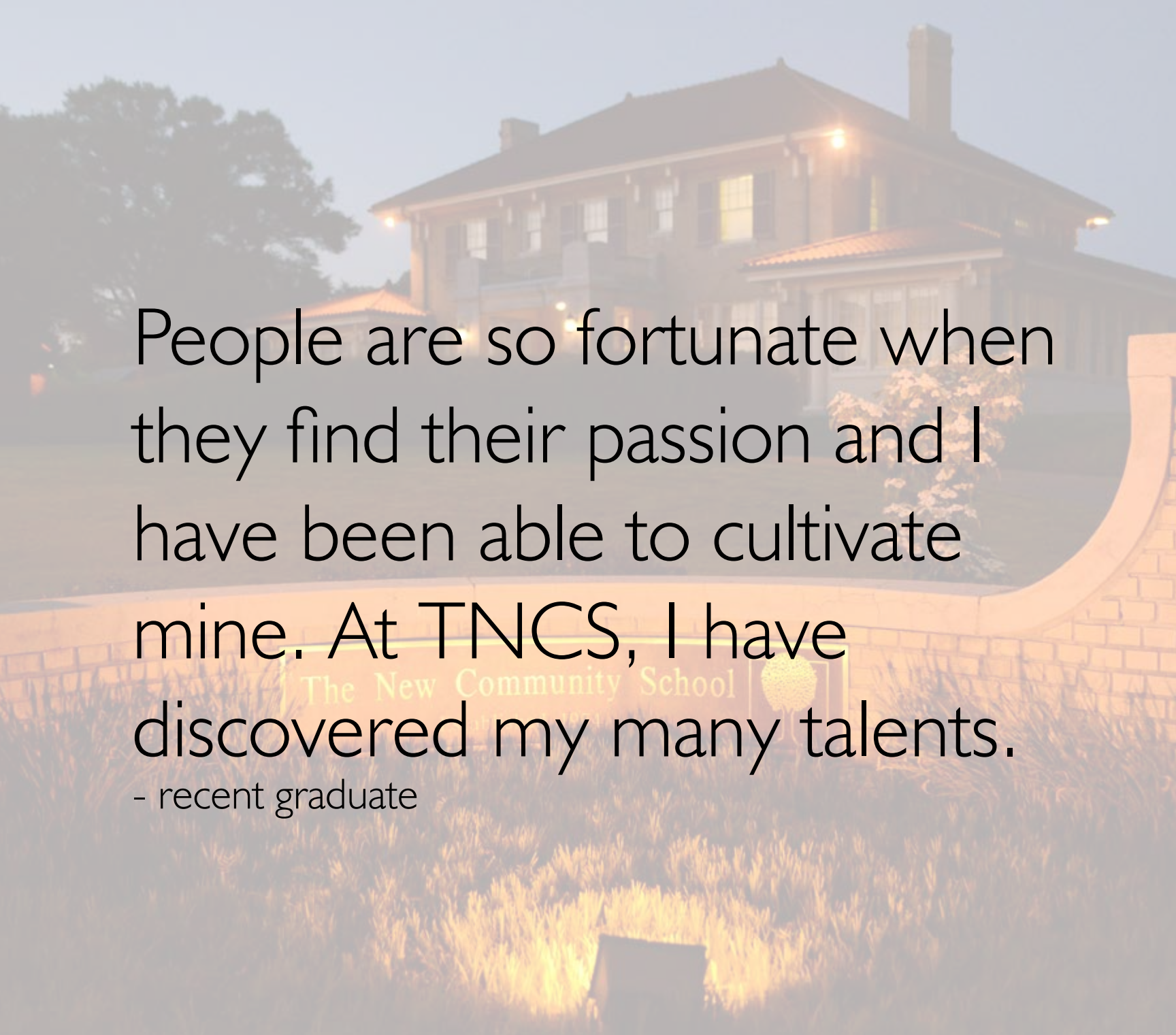




empowering  
bright minds who  
think & learn  
differently





People are so fortunate when they find their passion and I have been able to cultivate mine. At TNCS, I have discovered my many talents.

- recent graduate

## ACCREDITED BY

Southern Association of Independent Schools

Virginia Association of Independent Schools

Virginia Council for Private Education

## MEMBER OF

National Association of Independent Schools

Southern Association of Independent Schools





## 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 strengths of dyslexia and related learning differences. The school empowers minds that think differently and inspires tomorrow's leaders and innovators.



# A TYPICAL STORY

“He was getting straight A’s, but he couldn’t read.”

“I hated to see that look of panic on her face when it was homework time.”

“I remember the stomachaches, the earaches, the whatever it takes to get out of school aches.”

When we ask our parents what life was like before The New Community School, these are typical responses. They describe clearly what many bright young people with learning differences experience in school and at home. Tasks that most students master easily – reading, writing, spelling, and math – may not come easily for these students. They may face a school system, teachers, and peers who do not understand or recognize their learning differences. The result is students who are frustrated in school and embarrassed by their inability to reach their potential. They frequently lose self-confidence and self-esteem.

TNCS offers these students a highly supportive educational environment which allows them to work at their intellectual level while building language skills that compensate for their learning difficulties. We provide a unique combination of college preparatory study, intensive remedial work on basic language skills, a three-to-one student-teacher ratio, and an approach to teaching that focuses on each student’s individual learning style. At TNCS, our students find success, allowing them to regain self-confidence and self-esteem. Parents who once worried about their children are able to show them the possibility of a bright future.

“I’m no longer afraid that I am failing my daughter.”

“We have seen the restoration of our son.”

“She is confident in herself, and well-equipped to travel whatever path she might lead.”



# LEARNING DIFFERENCES

- Dyslexia
- Dysgraphia
- Dyscalculia
- Auditory processing disorders
- Visual processing disorders
- Slow processing speed
- Working memory challenges
- Organizational or sequencing difficulties
- Labeling, memory, word retrieval difficulties
- Letter reversals and transpositions
- Attention Deficit Disorder (with or without hyperactivity)

## IDENTIFYING SPECIFIC LANGUAGE LEARNING DIFFERENCES

Students with specific language learning differences are bright but display difficulties with school-related tasks, including at least some of the following:

- Poor reading skills, dislike of reading, or low reading comprehension
- Poor spelling, handwriting, written expression, and/or test performance
- Extreme disorganization, trouble following directions
- Delayed speech and language development as a young child
- Frequent homework crises
- Letter or number confusion or reversals
- Difficulty memorizing math facts
- Difficulty paying attention or listening
- Increased emotionality and/or declining self-esteem







## DYSLEXIA: (dis-'lek-sē-ə)

A specific disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

International Dyslexia Association

# ACADEMICS

## PROGRAM

New Community's program is unique as it builds skills in reading, writing, spelling, math, organization, and self-management while it simultaneously develops high level critical thinking and problem-solving skills in an intellectually challenging college preparatory environment. The school also focuses on helping students identify and develop their strengths and passions.

## INDIVIDUALIZED INSTRUCTION PLAN

TNCS develops an Individualized Instruction Plan (IIP) for each student based on admissions testing, which measures strengths and areas of greatest academic need. The IIP establishes language remediation and academic course goals for the student to achieve each year. Designed to be a solid foundation for college study, the TNCS academic curriculum requires students to master important concepts in progressively advanced courses in English, mathematics, science, and history. Students also take physical education classes, as well as a wide variety of elective courses designed to meet diverse interests such as drama, studio art, yearbook, computer applications, and more. TNCS teachers are specially trained to present lessons in ways that involve each student according to his or her individual learning style.

Gains on standardized tests have consistently demonstrated improved skills, especially in reading, writing, and spelling, which receive intensive remediation. Diploma requirements meet or exceed those established for secondary schools by the Virginia Department of Education.

# 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.



## ACADEMIC ENVIRONMENT AT TNCS

- Small classes with limited visual and auditory distractions in the classrooms
- Well-trained faculty who attend to individual needs and adapt instruction accordingly
- A team approach that plans individualized attention for every student
- Community building activities that build trust and create a safe environment for learning
- Technology integrated into all areas of learning, including a 1:1 device program and effective use of assistive technology tools to aid in skills development
- A commitment to 21st century learning, identifying skills to help our students to be effective learners and global citizens

## CURRICULUM & INSTRUCTION

- A challenging academic program in preparation for college
- Material presented in a logical, predictable sequence with a clear focus referenced to the course themes
- Emphasis on critical thinking and problem-solving
- Class discussion and multi-sensory activities that require all students to actively participate
- Visual and kinesthetic experiences in instruction to complement the typical lecture approaches
- Significant structure throughout the program, from the daily schedule to course assignments
- Multi-sensory options for demonstrating acquired knowledge (art, drama, oral reports, projects, etc.)
- Homework assignments posted electronically, designed to review and reinforce materials presented in class
- Written suggestions for improvement of assignments and ability to redo poor quality work
- Drill and practice for basic material that must be mastered at an automatic level
- Structured long-term projects with interim deadlines and support
- Direct teaching of study skills



# LANGUAGE FUNDAMENTALS

---

To develop necessary language skills, all students at TNCS take an intensive skills remediation class called Language Fundamentals (LF). LF teachers use a structured, multi-sensory method of building reading, writing, and spelling skills based on the Orton-Gillingham approach which focuses on predictable language patterns. LF and academic teachers help students learn to organize their school work and develop study skills suited to their strengths. This highly individualized approach to teaching requires small classes. Enrollment is over 150 students encompassing grades 5-12. Academic class size averages six to eight students. LF classes in the Middle School typically have four students. Upper School LF classes have two students who receive one-to-one instruction or are part of a small group of three students.

Important elements of the successful learning experience at TNCS include special learning support techniques which help students bypass their reading and writing problems while they concentrate on the important concepts presented in their academic classes. As students improve their reading and writing skills, these supports are gradually phased out to encourage independence.

When students raise their skills well beyond a basic level, they may move into advanced LF. This class is designed for students to develop the critical reading skills needed to comprehend lengthy content-oriented passages such as science and history related articles, as well as English literature, to help them prepare for the verbal portion of the SAT and to expand their background knowledge for college preparation. Writing instruction includes practice developing ideas and constructing arguments in paragraphs and essays, expanding sentence structure and variety, and revising and editing written work. Integrated instruction in vocabulary and word skills enhances reading comprehension and written expression. As students' language skills become more advanced, they are encouraged to apply those skills to a rigorous college level program or an in-depth concentration or independent study of a particular academic subject.

## RECENT COLLEGE ACCEPTANCES

---

Albright College

Auburn University

Averett University

Bethany College

Bridgewater College

Catawba College

Champlain College

Christopher Newport University

Coastal Carolina University

College of Charleston

Curry College

Davis & Elkins College

Eastern Mennonite University

Elon University

Embry-Riddle Aeronautical University

Ferrum College

Frostburg State University

George Mason University

Goucher College

Greensboro College

Guilford College

Hampden-Sydney College

High Point University

Hiram College

Hollins University

Hult International School of Business

J. Sargeant Reynolds Community College

James Madison University

John Tyler Community College

Johnson C. Smith University

Landmark College

Lebanon Valley College

Lees-McRae College

Lesley University

Liberty University

Longwood University



# ADVISING

TNCS encourages students to develop close working relationships with faculty members. A faculty advisor is assigned to each student to offer guidance in choices related to academic, social, and personal issues. Advisors also help students discover their strengths, interests, and passions.

Through the Student Advisory Board, our students have a voice in many decisions which affect student activities and the school environment. Additionally, weekly assemblies designed for character building and life skills round out the academic experience and help students discover the value of collaboration and leadership. Developing students' understanding of their unique learning styles, strengths, and passions guides them toward meaningful, productive, and joyful futures.

# COLLEGE PREPARATION

Navigating the college admissions process is a perplexing adventure and students with learning differences have the additional challenge of unlocking accommodations for testing, researching LD support services offered at different colleges, and understanding how to self-advocate. The New Community School helps students and parents through the college quest much like we help to decode the language challenges: step-by-step to meet each child's specific needs. The college counselor demystifies the process making it much smoother by arranging for testing, applying for SAT accommodations, identifying prospective schools, and guiding students and parents year by year. More than 90% of our graduates matriculate to institutions of higher learning.

Lynchburg College  
Lynn University  
Mars Hill College  
Marshall University  
Mary Baldwin University  
Marymount University  
McDaniel College  
Meredith College  
Methodist University  
Mills College  
Muskingum University  
New England College  
North Carolina Wesleyan College  
Norwich University  
Ohio State University

Ohio Wesleyan College  
Old Dominion University  
Oxford College of Emory University  
Presbyterian College  
Radford University  
Randolph College  
Randolph-Macon College  
Rappahannock Community College  
Reinhardt College  
Roanoke College  
Salem College  
Savannah College of Art and Design  
Seton Hill University  
Shenandoah University  
St. Andrews University

Saint Michael's College  
Sweet Briar College  
Temple University  
Universal Technical Institute  
University of Alabama  
University of Mary Washington  
University of Virginia's College at Wise  
Virginia Commonwealth University  
Virginia Polytechnic Institute  
Virginia Wesleyan College  
Warren Wilson College  
Washington and Jefferson College  
Washington College  
West Virginia University  
West Virginia Wesleyan College

# COMMUNITY

The New Community School believes that an adolescent's academic success develops best in an honest, trusting environment which permits growth as an individual, increasing self-knowledge, self-respect, and respect for the uniqueness and value of others. To that end, TNCS deliberately shapes its environment, educational programs, and student activities to help students succeed and become confident individuals. The results of this approach are students who are independent thinkers, problem solvers, effective communicators, and cooperative contributors to their school community and the broader community in which they live.

TNCS has an honor code that guides students in character development while keeping the community strong: "The most important and lasting lessons The New Community School can instill upon members of its academic community are about character, honor, integrity, respect, and personal responsibility. Life at TNCS is reasonable and well-ordered because we can trust one another. This truth exists because the faculty and students are people of honor." By building skills and achieving academic success, students' self-confidence also increases. In an environment that understands how our students learn, they can thrive. Realizing that they are not alone, students feel welcome and part of a community.

# STUDENT LIFE

Many of our students have strengths in areas of intellect that are not fully developed in academic classrooms and an enriched curriculum should address these varying strengths. Students benefit in many ways when they are given opportunities to demonstrate their talents. TNCS believes in educating the whole student in areas that include personal talents and interests. Our students are encouraged to compete in interscholastic sports, create art, and join clubs to complete their learning experience. Any student who wishes to play a sport can. Additionally, a rich electives and clubs program ensures that students are permitted the opportunity to interact in ways that nurture both personal and community development.







## ARTS & ELECTIVES COURSES & CLUBS MAY INCLUDE

2D & 3D Art

Advanced Technology

American Sign Language

Computer Applications

Digging into Science

Drama

Guitar

Independent Study

It Makes Cents

Jr. & Sr. Seminars

Keyboarding

Maker Shop

Multi-Media

Photography

Robotics

Strategy Games

Woodworking

Yearbook

## ATHLETICS OFFERINGS MAY INCLUDE

Baseball

Basketball

Cross Country

Soccer

Volleyball

TNCS is a proud member of the Virginia Independent Schools Athletic Association. Our students are eligible to compete in all of VISAA's state championships.





## SUPPORT

Empowering students who think and learn differently is a rewarding process with successful results. Success is measured by the students' achievements and their smiles. Tuition only covers 75% of the total cost of our unique program. To help bridge the gap, the school relies on the generous support of individuals, families, alumni, corporations, and foundations. These gifts help make it possible for TNCS to turn stories of frustration into legacies of success. The school benefits from community investment in the form of volunteer support, gifts of cash, stock, or securities, memorial and endowment gifts, bequests, and more. Each gift is a vital opportunity to help every student fulfill their potential.