overview of the program

We believe high school internships provide students with an invaluable opportunity to “try on” careers in a low-risk, high-reward setting. The main goal of our internship program is to expose our 11th and 12th grade students to potential careers. We hope that this early professional exposure will help our students choose a major and possibly inspire a career choice. We also believe this program teaches our students important life skills including job search strategies, networking, time management, and professional writing.

This year’s internship period runs from Monday, March 4th to Friday, March 8th. For one week, students are immersed in the professional realm. Their internship hosts become their teachers and their assigned projects become their classwork. The hospitals, restaurants, offices, construction sites, veterinary clinics, and museums become our classrooms. Students are encouraged to find an internship in a career they hope to pursue after TNCS in order to gain experience and develop a well-rounded understanding of the daily life of a professional in that field. Sabers may pursue internships in a wide variety of areas including animal services, arts and design, business, community and social services, education, health care, law and politics, communication, parks and recreation, engineering and technology, and trade.

Our 11th and 12th grade students are responsible for finding and landing their own internships every year. They are taught the multi-step internship process during our Advisory period and are supported every step of the way by their advisor. From November through February, their advisors meet with their advisees two to three times a week to help them brainstorm, find, and secure their internships.

Examples of where TNCS students have interned in the past:
Commonwealth Catholic Charities, Woodside Equine Clinic, Salisbury Country Club, Cool Springs Childcare Center, Veritas School, South Anna Elementary School, Johnston Willis Hospital, Party Perfect, VCU Athletic Department, Hamilton-Beech, James River Equipment, Sound of Music Studios, R.J. Tilley - Plumbing & Heating, Spot On Therapy Group, Mango Salon, Westbury Pharmacy, WNRN Radio Station in Charlottesville, Moseley Architects
October
At the end of October, the 11th and 12th grade students attend an Internship Launch Assembly. During this assembly, the students are encouraged to see this week as a high-reward, low-risk opportunity to “try on” a career. They are also taught about the structure of the program, the support they will receive, and the resources they have at their fingertips.

November-Early February
Between November and February, 11th and 12th grade students work with their Advisor to brainstorm, research, find, and secure their internship. The Advisor guides and supports the students through each step of the process. The students usually work on locating and securing their internship three days a week during their Advisory period.

Friday, February 1
This date is our Internship Confirmation Deadline. All 11th and 12th grade students need to turn in both their confirmation and permission slip forms to Mrs. Beene by this deadline.

Middle-Late February
The students prepare for their internships by discussing work attire, projects, timeliness, attitude, and other logistics with their Advisor.

Monday, March 4 - Friday, March 8
11th and 12th Grade Internships
The student must intern for a minimum of thirty hours during this work week. This excludes breaks. The student and host may determine the hours.

If students are participating in TNCS’s athletics program during the internship dates, they should make sure their internship hours fit within regular school hours. The expectation is that students whose internships are in the metro area keep their school athletic obligations.

Students may not intern at an organization where he/she has previously been employed or completed volunteer hours without approval from Mrs. Beene, Dean of Student Life and Personal Growth.

Students are not allowed to return to a previous internship site without approval from the Internship Coordinator.

Students may not intern with a relative without approval from Mrs. Beene, Dean of Student Life and Personal Growth.
**Illness and Other Absences**
Students who become ill during their internship week must call their internship host. Parents or guardians must email Rachel Beene at rbeene@tncs.org to report internship absences.

**Inclement Weather**
In case of inclement weather, students who are interning in the Richmond metro area will be excused from attending their internship that day. Please check The New Community School’s website for delay and closing announcements. Students must contact their host supervisor, remembering to cc their advisor, to let them know they will not be attending that day.
the role of the host

Goal of the Program
Our main goal is to provide students as much exposure to the day in, day out life of a professional as possible.

As a host, we ask that you

- Provide some type of meaningful work, project, or experience for the student. This work, project or experience is entirely dependent on your field. A few past examples:
  - One student last year interned at a music studio in Scotts Addition. She was given the opportunity to set up the stage for a concert that night.
  - One student interned with an interior designer. She was given a project to sort through and file incoming tile and carpet samples. She helped organize these samples and placed them in the appropriate company resource notebooks. Once completed, this student was given an opportunity to help create a design board for a bathroom.
  - One student interned with a preschool teacher. This student was given an opportunity to plan and teach a science lesson on the cycles of the moon.

- Allow the student to shadow you at work. For example, the student might
  - attend meetings,
  - observe a project in-action,
  - view a class, or
  - watch a medical procedure.

- Permit the student to interview you. The student might ask you about
  - the path you took to get to where you are now,
  - your educational background,
  - what you find most rewarding about your career, and
  - what you find most challenging about your career.

- Please sign your intern’s time sheet or send an email to Mrs. Beene at the end of the week stating the days and hours your intern worked with you.

- After the internship week, we will e-mail you an electronic evaluation form. This form provides us with feedback about our internship program and the participation of our students.

Our Students Will

- provide their own transportation to and from internship location,
- provide their own lunch,
- arrive on time,
- greet everyone warmly and smile,
- address everyone formally unless told otherwise,
- take notes,
- complete any and all assignments given to them by the host and by TNCS,
- pay attention to,
  - the employees,
  - work environment (workload and pace, team work and team cohesion, communication styles, attitude and work values), and
  - work style (skills required, procedures/interventions being performed, type and length of patient interaction, equipment used, and variety of tasks performed).

For additional information, please contact Rachel Beene at rbeene@tncs.org.
the role and responsibilities of the student

Before the Internship
- Attend Advisory Meetings to prepare for your Internship
- Complete the Internship Checklist, following steps (1-6) alongside your Advisor to locate and secure your internship, and Step 7 to figure out logistics.

During the Internship
- Provide your own transportation to and from internship.
- Provide your own lunch.
- Arrive on time.
- Greet everyone warmly and smile. Address everyone formally unless told otherwise.
- Take notes - BRING SOMETHING SMALL TO TAKE NOTES ON!
- Pay attention to
  - the employees;
  - work environment: workload and pace, team work and team cohesion, communication styles, attitude and work values;
  - work style: skills required, procedures/interventions being performed, type and length of patient interaction, equipment used, and variety of tasks performed.
- Complete any and all assignments/projects your host gives you to the best of your ability. Remember, you are a representative of TNCS.
- Complete any and all assignments TNCS gives you.
- Update your time sheet and have your host provide his/her signature.
- Interview your host!
**Advisor Program**
Our students meet with their Advisors two to three times a week from November through February to prepare for their internship experience. Our 11th and 12th grade Advisors support our students throughout the process by providing them with helpful advice and guidance through our multi-step internship process. Our Advisors help each of our students brainstorm, research, find, and secure their internships.

**Internship Bank**
All 11th and 12th grade students have access to our internship bank (iBank). This is a database of local professionals who have either previously hosted a TNCS student or who have demonstrated interest in hosting one of our students.

Please note that placements with iBank professionals are not guaranteed. These professionals might have other commitments or major projects they need to focus on during our internship week depending on the year. The iBank is also a living document and is updated regularly with new information.
Step 1: Complete Your Internship Brainstorming Handout.

Step 2: Research potential job shadow hosts by looking in the TNCS iBank. If you cannot find someone you are interested in interning with in the bank, you may talk with your parent(s), guardian(s), neighbors, relatives, or teachers about your ideas. You may also research online. You will need to get this person approved by Mrs. Beene by completing a New Host Approval Form.

Step 3: Make calls and send emails to inquire about various internship experiences.

Step 4: Confirm your Internship by completing the appropriate form and turn in your permission slip form to Mrs. Beene.

Step 5: Make sure to close the loop on any outstanding inquiries to sites at which you will not be interning.

Step 6: Send Confirmation E-mail to Internship Host. Copy your advisor and Mrs. Beene.

Step 7: Figure out the Logistics.
- Plan your outfit in advance. Dress in business casual attire, unless directed otherwise. Some students may dress more casually depending on their internship placement.
- Figure out your transportation plan and what time you need to leave your home to arrive to your internship on time.
- Plan ahead and pack your lunch.
the role of the parent

Communication
Speak with your student about his/her interests, passions, and hopes for the future.

Support
Provide support at home for your student by encouraging him/her through the internship process. If you have a connection with a professional in a field of interest, you may provide networking assistance.

Approval
Once your student finds an internship, take the time to consider the following: your student, the internship duties, location, supervision, workplace safety, and transportation to and from your student’s ideal internship site. If you believe your student’s internship is a good match for him/her, approve your child’s internship by submitting the permission slip form to Mrs. Beene. Confirmation and permission slip forms are due by Friday, February 1st.

Transportation
Families are responsible for providing transportation to and from internships. If a family needs assistance, please contact Mrs. Beene.
I give my permission for my child, ______________________________, to participate in the Internship Experience on the scheduled dates. I agree to waive any and all rights to claims against the internship site, school personnel, or any personnel of the internship site, if an accident or injury occurs during participation of this program, unless arising out of the gross negligence.

Internship Dates: ____________________________________________

Internship Host: ____________________________________________

Arrival Time: ___________                  Departure Time: ___________

Address: __________________________________________________

Transportation Plan - How will your student get to and from the internship site?

__________________________________________________________________________

Any special requirements (dress, footwear, etc.):

__________________________________________________________________________

parent/guardian signature ________________________________________________

date ______________
what sets apart a TNCS student?

The New Community School empowers students who are challenged by dyslexia and related learning differences. All of our students are bright and full of potential, but their learning differences mean that traditional school environments have not been the best fit for them. Our customized, college preparatory curriculum gives the students the skills and tools that they need to be successful in school and in their future endeavors. On average, 85-90% of our graduates go on to college, and TNCS alums are working in just about every field you could imagine.

Dyslexia is
- a learning difference typically characterized by a struggle with language that can impact reading, writing, and spelling;
- a difference that impacts an average of one in five people;
- a lifelong condition that cannot be “cured” but can be helped through proper skills development and a supportive environment;
- an inherent strength, as people with dyslexia typically show proficiency in many areas, including problem solving, creativity, three-dimensional thinking, entrepreneurial endeavors, and more.

Dyslexia is not
- related to intelligence; in fact, statistics show that people with dyslexia have typically higher intelligence than their peers;
- gender specific; women are just as likely to have dyslexia than men;
- tied to behavior; dyslexia is not related to any inherent personality or behavior traits. It is many times seen as an “invisible disability”.

People with dyslexia and related learning differences typically
- read slowly and with greater effort, but are often the one to solve the problem;
- have trouble with spelling and handwriting, but their writing shows terrific imagination;
- may take additional time and focus to organize their ideas, but excel in thinking out-of-the-box and grasping the big picture;
- may have difficulty retrieving and pronouncing spoken words but have excellent vocabulary.