



EAST TALLAHATCHIE SCHOOL DISTRICT

WORKFORCE DEVELOPMENT AND WORK-BASED LEARNING MANUAL

Explore. Prepare. Launch.

DISTRICT MANUAL | 2026-2027

Prepared for districtwide implementation
Raymond Russell, Superintendent



DOCUMENT CONTROL AND APPROVAL	
Document	Workforce Development and Work-Based Learning Manual
Implementation cycle	2026-2027
Owner	Office of the Superintendent and designated district program lead
Applies to	Charleston Elementary School, Charleston Middle School, Charleston High School, and all district programs
Review cycle	Reviewed at least annually and revised when law, policy, data, or district priorities change
Purpose	Create a coherent districtwide system of career awareness, exploration, preparation, work-based learning, and postsecondary transition connected to student strengths and regional opportunity.

This document is an operational plan for East Tallahatchie School District. Applicable federal and state law, Mississippi Department of Education guidance, and current ETSD board policy control if any conflict exists.

Raymond Russell, Superintendent / Date

Board President / Date

Program Lead / Date

Board Approval Date and Minute Reference

Purpose and Vision

ETSD will help every student connect learning to a purposeful future. Students will build self-knowledge, understand a wide range of careers, practice durable workplace skills, complete a rigorous academic and technical program, and graduate prepared to enroll in further education, enter employment, enlist in military service, or pursue entrepreneurship.

WORKFORCE PROMISE Every student will explore options. Every secondary student will maintain a plan. Every graduate will leave with a verified next step and evidence of readiness.

Guiding Principles

- Equity and access: opportunity is not limited by disability, language, race, gender, income, geography, transportation, or prior exposure.
- Academic integration: career learning strengthens, not replaces, reading, writing, mathematics, science, citizenship, and graduation requirements.
- Student agency: interests and goals inform planning, but students are not tracked narrowly or permanently by an early inventory result.
- Regional relevance: experiences reflect agriculture, advanced manufacturing, construction/skilled trades, health, education, business, technology, logistics, public service, hospitality, arts/media, and emerging opportunities.
- Safety and quality: work-based learning has clear objectives, supervision, documentation, accessibility, and legal/policy safeguards.
- Partnership: families, employers, workforce agencies, colleges, universities, community organizations, and public agencies share responsibility.



- Continuous improvement: participation is not enough; ETSD monitors completion, skill growth, credentials, transitions, access, and partner/student experience.

Governance

Role	Core Responsibility
Superintendent	Executive sponsorship, agreements, resource alignment, risk oversight, and public accountability
CTE Director/program lead	Program design, partnerships, placements, agreements, quality, records, safety, and evaluation
Principals	Schedule, student access, staff oversight, school integration, discipline/attendance coordination
Counselors	Individual plans, interest/aptitude information, course/credit planning, transition, family communication
Teachers	Career-connected instruction, employability skills, student preparation, reflection, academic integration
Worksite supervisor	Safe orientation, training, supervision, feedback, time verification, incident communication
Student/family	Accurate application, informed consent, reliable participation, communication, reflection, and transportation plan

K-12 Career Development Continuum

Stage	Student Experience
Elementary - Awareness	Learn about community roles and broad career clusters; connect interests, school subjects, teamwork, problem solving, creativity, responsibility, and service.
Middle - Exploration	Use multiple interest/strength tools; research clusters; practice communication and collaboration; build a portfolio; visit/speak with professionals; connect courses to pathways.
High - Preparation	Maintain an individual success plan; complete pathway/course experiences; build resume/portfolio; practice interviews; pursue credentials, advanced/dual learning, service, work-based learning, and transition.
Graduate - Launch	Verify diploma/credentials, next-step acceptance/enrollment/employment/enlistment, financial aid or onboarding tasks, transportation, contacts, and 90-day transition plan.

Elementary Career Awareness

- Career-connected read-alouds, writing, mathematics problems, science/design challenges, community helper interviews, and workplace vocabulary.
- Family/community career showcases that represent professional, technical, trade, service, creative, agricultural, entrepreneurial, and public careers.



- Age-appropriate habits: attendance, persistence, curiosity, teamwork, communication, safety, responsibility, and reflection.
- Student artifacts that show changing interests without locking students into a track.

Middle Grades Career Exploration

- Interest, strength, and value inventories interpreted with a counselor/teacher; multiple options explored.
- Career cluster research including education/training, tasks, work conditions, salary ranges, regional demand, and advancement.
- Career speakers, panels, business visits, simulations, service learning, maker/design challenges, and project exhibitions.
- Digital or physical portfolio with goals, reflections, projects, achievements, attendance/work habits, and early course plan.
- Transition conference before high school connecting graduation requirements, pathway options, advanced learning, and supports.

High School Career Preparation

Component	Minimum Standard
Individual success plan	Updated at least annually with student/family; graduation pathway, courses, credentials, experiences, postsecondary goal, financial plan, and next actions
Career-connected academics	Technical and workplace writing, quantitative reasoning, data, research, presentation, digital literacy, problem solving, and project-based application
Technical pathway	District-approved CTE/program courses with sequence, standards, safety, equipment, credential opportunity, and postsecondary connection
Advanced learning	Dual credit, Advanced Placement or other approved acceleration when available and appropriate, with supports for successful completion
Employability skills	Communication, teamwork, professionalism, initiative, reliability, adaptability, conflict resolution, customer service, ethics, and safety
Career advising	Labor-market and program information, applications, resumes, interviews, financial aid, scholarships, military options, and transition tasks
Work-based learning	Job shadowing, service learning, school-based enterprise, internship, clinical/field experience, pre-apprenticeship/apprenticeship, or employment aligned to a training plan

Career Clusters and Regional Lens

Students should learn the full national/state career-cluster landscape while ETSD uses current labor-market and partner evidence to highlight regional opportunity. District communication must distinguish exposure from an available ETSD program and must not promise a pathway, credential, placement, or partner until approved and resourced.

- | | |
|---|---|
| ☐ Agriculture, food, and natural resources | ☐ Architecture, construction, and skilled trades |
| ☐ Advanced manufacturing and maintenance | ☐ Health science and human services |
| ☐ Education and training | ☐ Business, finance, marketing, and entrepreneurship |



Workforce Development and Work-Based Learning

Manual

- | | |
|---|--|
| ☐ Information technology, cybersecurity, and digital media | ☐ Transportation, distribution, logistics, and automotive |
| ☐ Government, law, public safety, and military service | ☐ Hospitality, tourism, culinary, arts, and communication |
| ☐ Science, engineering, energy, and environmental fields | ☐ Other emerging regional and remote-work opportunities |



Work-Based Learning Definitions and Quality

Experience	Quality Definition
Career speaker/panel	Professional shares pathway and work; students prepare questions and reflect
Workplace tour	Structured group exposure to operations, roles, safety, technology, and education requirements
Job shadow	Short observation of one or more professionals with learning objectives and reflection; no displacement of workers
Service learning	Community need addressed through standards-aligned service, planning, action, and reflection
School-based enterprise	Student-operated product/service with authentic roles, financial controls, customer feedback, and instructional supervision
Internship/clinical/field experience	Sustained supervised experience aligned to a written training plan, course/program objectives, and student goals
Pre-apprenticeship/apprenticeship	Structured preparation or registered pathway meeting applicable sponsor, labor, education, and credential requirements
Youth employment	Paid work may count only when approved, aligned, supervised, documented, and compliant; a job alone is not automatically WBL credit

QUALITY TEST Every WBL experience must include preparation, a written learning/training plan, qualified supervision, safe/equitable conditions, documented hours or deliverables, feedback, reflection, and evaluation.

Student Eligibility and Matching

- Eligibility follows current MDE, ETSD course/program, age, grade, credit, attendance, behavior, safety, and prerequisite requirements. Criteria must be published and applied consistently.
- A team reviews student interest, goals, strengths, support needs, transportation, schedule, worksite demands, age restrictions, and accessibility before placement.
- Students with disabilities and English learners receive equal opportunity and reasonable/required supports; staff coordinate IEP/504/LSP needs without unnecessary disclosure.
- Attendance or behavior concerns prompt an individualized readiness/support review rather than an automatic permanent exclusion unless a lawful safety or program criterion applies.
- No student begins until all required agreements, consent, emergency contacts, training, background/safety checks where applicable, transportation, and insurance/risk steps are complete.



Partner Development and Approval

1. Identify a prospective partner and verify alignment to student goals, regional need, and district priorities.
2. Conduct a worksite review covering tasks, supervision, environment, accessibility, hazards, age restrictions, transportation, privacy, and emergency procedures.
3. Define experience type, student capacity, schedule, learning objectives, supervisor, evaluation, and any paid/unpaid status.
4. Execute the appropriate district agreement and training plan through authorized channels. School employees may not independently bind ETSD.
5. Prepare student/family and supervisor; confirm all forms; provide district contacts; establish communication and visit/check schedule.
6. Monitor placement, resolve concerns promptly, document incidents, and conduct student/partner evaluation before renewal.

Partner Quality Review

- | | |
|---|---|
| ☐ Safe, lawful, age-appropriate tasks | ☐ Qualified named supervisor and backup |
| ☐ Nondiscrimination and accessibility | ☐ No displacement or exploitation of student |
| ☐ Clear schedule, attendance, and time records | ☐ Learning objectives and authentic skill practice |
| ☐ Emergency and incident procedures | ☐ Confidentiality/data/media expectations |
| ☐ Transportation and site access confirmed | ☐ Evaluation and feedback commitment |
| ☐ Workers' compensation/liability reviewed as applicable | ☐ Agreement signed by authorized parties |

Advisory Committee

The district or program advisory committee should include employers, workforce/economic development, postsecondary education, educators, students/families, and community representatives. It reviews labor-market evidence, pathway quality, equipment/safety, credentials, WBL access, outcomes, and partner needs at least twice annually. Advice is documented; ETSD retains final authority.



Student Preparation

Module	Required Topics
Professionalism	Attendance, punctuality, dress/PPE, communication, initiative, task completion, phone/device expectations, feedback response
Safety	Worksite hazards, emergency procedures, prohibited tasks, reporting injury/unsafe condition, harassment, violence, substance concerns, and stop-work authority
Communication	Supervisor contact, absence/tardy protocol, questions, conflict resolution, email/phone etiquette, documentation
Civil rights	Nondiscrimination, disability access, Title IX/harassment reporting, retaliation prohibition, and district support contacts
Privacy	Student and workplace confidentiality, FERPA, patient/customer/client information, photographs/social media, records, intellectual property
Learning	Training plan, academic/technical objectives, journal/portfolio, hours/deliverables, reflection, supervisor feedback, grading

Student Responsibilities

- Follow ETSD, course, worksite, safety, confidentiality, conduct, and attendance requirements.
- Communicate promptly with both school and worksite when absent, late, confused, uncomfortable, injured, or unable to perform an assigned task.
- Do not perform a task believed unsafe, unlawful, prohibited for minors, or outside the approved training plan; stop and contact the supervisor/ETSD coordinator.
- Maintain accurate time and learning records. Falsification may result in loss of credit/placement and discipline under policy.
- Complete academic work, reflection, portfolio, evaluations, and transition tasks by deadlines.

Worksite Supervisor Responsibilities

- Provide orientation, task instruction, PPE/safety training, direct supervision appropriate to risk and student experience, and a backup contact.
- Assign only approved, age-appropriate work aligned to the training plan; do not displace regular employees or use students for primarily menial tasks.
- Verify attendance/time, give regular feedback, complete evaluations, communicate concerns early, and allow district monitoring.
- Immediately report injury, safety threat, harassment/discrimination, suspected abuse, major misconduct, or other serious incident according to the agreement and law.
- Protect student information and obtain approval before photographs, publicity, or additional data collection.



Safety, Labor, Transportation, and Risk Controls

- All placements comply with applicable federal/state child labor, wage/hour, occupational safety, nondiscrimination, licensing, and industry rules. When standards differ, the more protective applicable requirement controls.
- Students may not perform prohibited hazardous occupations/tasks. The district coordinator verifies restrictions for the student's age, experience type, equipment, and industry before placement.
- Paid/unpaid status is determined before placement with authorized district review. A label such as intern or volunteer does not determine legal status.
- Transportation responsibility and permission are documented. ETSD transportation is provided only when approved; private vehicle arrangements do not create district liability and must comply with policy.
- The district reviews insurance, workers' compensation, liability, emergency, and incident procedures for each experience type; staff do not make coverage promises.
- A student may be removed immediately from an unsafe, discriminatory, exploitative, or materially noncompliant setting without academic retaliation while ETSD investigates and arranges an alternative when practicable.

Incident Response

7. Protect life and safety; call 911 or site emergency services when needed; provide first aid only within training.
8. Notify the worksite supervisor and ETSD contact immediately; notify the parent/guardian for a minor as soon as practicable.
9. Preserve the scene/evidence when appropriate and do not require the student to continue work.
10. Complete worksite and ETSD incident reports before the end of the day or as soon as safely possible; follow workers' compensation, law enforcement, child protection, Title IX, and other required reporting.
11. The authorized district leader determines pause/removal, investigation, corrective action, return, alternative placement, and communication.
12. Debrief and update training, site review, agreement, or procedures before renewal.

MANDATORY REPORTING Nothing in a partnership agreement replaces an employee's legal duty to report suspected child abuse/neglect, discrimination/harassment, safety threats, or other matters requiring immediate reporting.



Supervision, Attendance, Credit, and Evaluation

Area	Procedure
School coordinator	Maintains roster/forms; contacts students/supervisors; conducts documented check-ins/site visits appropriate to experience; resolves issues; verifies evidence
Attendance	Student reports to site/school as scheduled; both parties report absence/tardy; time is verified; school attendance coding follows policy and state rules
Academic credit	Only approved courses/experiences meeting time, standards, teacher oversight, assignments, and mastery requirements earn credit; hours alone are insufficient
Grading	Uses published criteria: employability/technical skills, training objectives, documentation, reflection/portfolio, supervisor input, and teacher evidence
Removal	May occur for safety, policy, attendance, performance, site closure, or agreement violation with documented review and due process/support as applicable
Alternative	When practicable, provide a corrective plan, replacement site, school-based project, or other approved way to meet learning objectives; not guaranteed after serious misconduct

Student Skill Rubric Domains

Domain	Evidence
Reliability	Attendance, punctuality, preparedness, completion, communication
Professionalism	Ethics, respect, appearance/PPE, confidentiality, response to feedback
Communication	Listening, speaking, writing, digital etiquette, questions, customer/team interaction
Collaboration	Teamwork, conflict resolution, inclusion, contribution, leadership
Problem solving	Initiative, analysis, creativity, accuracy, adaptation, use of evidence
Technical learning	Safety, tools/processes, quality, standards, productivity, growth
Reflection/agency	Goals, self-assessment, portfolio evidence, career connection, next steps



Access and Special Populations

- Recruitment, selection, placement, and support are nondiscriminatory. Review participation and completion by school, gender, race/ethnicity, disability, English learner status, economic disadvantage, and other reportable groups.
- IEP/504 teams identify needed accommodations/services and transition goals. Disclose only information necessary for implementation and with required consent/authority.
- English learners receive meaningful language access in preparation, safety training, supervision, and evaluation; limited English proficiency is not an automatic exclusion.
- Students with transportation, caregiving, financial, health, or schedule barriers receive problem-solving support and should have access to school-based/virtual/simulated alternatives when appropriate and of comparable quality.
- Pregnant/parenting students receive Title IX-compliant access and individualized support; stereotypes may not limit placement.
- Students experiencing homelessness or foster care receive barrier-removal and stability coordination consistent with law.

Family Communication

- Provide program expectations, costs, transportation, schedule, risks, supervision, credit/grading, complaint contacts, and consent in understandable form before participation.
- Use language assistance and accessible formats as needed.
- Notify families promptly of material schedule/site changes, performance concerns, safety incidents, or removal; protect other students' and workplace privacy.
- Invite family knowledge, networks, and feedback without requiring families to secure placements or provide resources as a condition of access.



Program Measurement and Continuous Improvement

Domain	Measures
Access	Applications, participation, placements, pathway/experience availability, demographic representation, barriers
Persistence	Attendance, completion, removal, replacement, course/credit completion
Learning	Employability and technical skill rubric growth, portfolio quality, credentials, course outcomes
Readiness	ACT/ASVAB/advanced learning as applicable, credentials, dual credit, work-based learning, graduation
Transition	Verified enrollment, employment, enlistment, apprenticeship, training, or other next step; follow-up when feasible
Quality/safety	Site reviews, supervisor training, monitoring contacts, incidents, corrective actions, student/partner experience
Partnership	Active partners, repeat partners, capacity, sector diversity, partner satisfaction, advisory recommendations

13. Review participation, quality, safety, completion, credential, and transition evidence at least each semester.
14. Identify gaps and root causes with student, family, educator, and partner input.
15. Assign corrective actions for access, preparation, supervision, transportation, scheduling, instruction, site quality, or documentation.
16. Renew partners/experiences based on evidence; pause or discontinue settings that do not meet quality and safety expectations.
17. Publish an annual summary that protects privacy and informs next-year offerings, budget, professional learning, and partnership development.



Appendix A - Student WBL Application and Readiness Review

Student/school/grade	_____
Student phone/email	_____
Parent/guardian/contact	_____
Career interests/goals	_____
Requested experience/sector	_____
Relevant courses/skills	_____
Schedule availability	_____
Transportation plan	_____
Support/accessibility needs	_____

Why this experience fits my goals and what I expect to learn

- ☐ Graduation/credit plan reviewed
- ☐ Prerequisites completed
- ☐ IEP/504/LSP coordination completed when applicable

Student Signature / Date

Counselor/Teacher Review / Date

- ☐ Attendance/readiness reviewed
- ☐ Transportation feasible
- ☐ Safety and employability preparation scheduled

Parent/Guardian Signature / Date

Coordinator Approval / Date



Appendix B - Work-Based Learning Training Agreement

Student	_____
Employer/site	_____
Site address/phone	_____
Supervisor/title/contact	_____
ETSD coordinator/contact	_____
Experience/course	_____
Start/end dates	_____
Days/hours	_____
Paid/unpaid	☐ Paid - rate: _____ ☐ Unpaid educational experience (approved review required)
Transportation	_____

Learning objectives and approved tasks

Prohibited/restricted tasks, accommodations, PPE, and safety controls

The parties agree to follow this manual, the approved training plan, applicable law, ETSD policy, worksite rules, nondiscrimination and safety requirements, confidentiality, incident reporting, monitoring, and evaluation. ETSD may pause or end the placement when necessary.

Student / Date

Parent/Guardian / Date

Worksite Supervisor / Date

Authorized ETSD Representative / Date



Appendix C - Time, Learning, and Supervisor Record

Date	Start	End	Hours	Tasks/skills/evidence	Supervisor initials

Student reflection: what I learned, evidence of growth, challenge, and next goal

Supervisor rating	Reliability: __ Professionalism: __ Communication: __ Teamwork: __ Technical learning: __
Supervisor comments	
Student signature/date	
Supervisor signature/date	



Appendix D - Incident and Concern Report

EMERGENCY Call 911 and follow site emergency procedures first when there is immediate danger, serious injury, or urgent medical need.

Student/site	_____
Date/time/location	_____
Person reporting/contact	_____
Type	☐ Injury ☐ Near miss ☐ Safety ☐ Harassment/discrimination ☐ Conduct ☐ Privacy ☐ Other
Immediate actions	☐ 911 ☐ First aid ☐ Parent notified ☐ ETSD notified ☐ Site secured ☐ Student removed
Notifications/date/time	_____

Objective description of what occurred

Witnesses/evidence and follow-up needed

District decision	☐ Continue ☐ Pause ☐ Remove/reassign ☐ Investigate/refer ☐ Corrective action
Owner/deadline	_____
Closure evidence/date	_____

This form does not replace mandatory child abuse, Title IX, workers' compensation, law enforcement, OSHA, insurance, or other required reports.

Reference Basis

- Current MDE Career and Technical Education and work-based learning guidance, program standards, course requirements, and credential rules.
- Applicable U.S. Department of Labor and Mississippi child labor, wage/hour, safety, nondiscrimination, and workplace requirements.
- ETSD board policy, student/employee handbooks, transportation, safety, purchasing, agreements, privacy, Title IX, and instructional procedures.