



# WORKFORCE DEVELOPMENT MANUAL



**ENROLL  
EMPLOY  
ENLIST** *Today*

*"Empowering Futures, Strengthening Communities."*

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# INTRODUCTION

## PURPOSE AND VISION

**The purpose** of Workforce Development is to equip every student from Pre-K through 12<sup>th</sup> grade with the knowledge, skills, and experiences needed to thrive in college, careers, and entrepreneurship-empowering them to contribute meaningfully to their communities and the global workforce.

**The vision** is to implement a seamless Pre-K to 12 system where students explore career pathways early, engage with real-world learning, and graduate with a clear plan and purpose-ready to Enroll! Employ! Enlist!

## GUIDING PRINCIPLES

**Equity & Access:** Every student deserves exposure to career opportunities.

**Community Collaboration:** Strong partnerships with families, businesses, and higher education fuel student success.

**Purpose-Driven Learning:** Career exploration is not just about jobs—it's about helping students discover their purpose, potential and pathway towards a successful career.

**Real-World Relevance:** Learning should connect classroom knowledge to real-world application.

**Continuous Growth:** We commit to evaluating and improving our programs to meet evolving workforce needs.

## ALIGNMENT WITH DISTRICT GOALS

**Academic Alignment:** Our career pathways integrate with core academic standards, ensuring students meet graduation requirements while gaining workforce skills.

**Graduate Profile Connection:** The program supports the district's vision of graduates who are critical thinkers, effective communicators, and lifelong learners.

**Strategic Plan Integration:** Workforce development is embedded in the district's strategic plan under "College and Career Readiness" and "Community Engagement."

**Economic Development:** We align with regional workforce needs by partnering with local industries and using labor market data to inform programming.

**State & Federal Initiatives:** Our efforts support Mississippi's career readiness benchmarks and federal WIOA (Workforce Innovation and Opportunity Act) goals by preparing students for high-demand fields.

# FOUNDATIONS OF WORKFORCE DEVELOPMENT

## (PRE-K TO 5)

### **Career AWARENESS in Early Learning (PREK-2)**

Purpose: Spark curiosity and introduce students to the world of work in age-appropriate, engaging ways.

Examples & Activities:

Career Dress-Up Days: Students come dressed as a profession they admire—doctor, chef, teacher, etc., and share why they chose it.

Community Helper Visits: Invite local professionals (firefighters, nurses, bakers) to speak about their jobs.

Career-Themed Read-Alouds: Use books like “Whose Tools?” or “Clothesline Clues to Jobs People Do” to introduce careers through storytelling.

Career Bingo or Matching Games: Help students connect tools or uniforms to different jobs.

Thumbprint Occupations: Students create thumbprint art of people in various careers.

### **Classroom-Based Career EXPLORATION (3-5)**

Purpose: Integrate career themes into daily instruction across subjects.

Examples & Activities:

Math in the Workplace: Use real-world problems (e.g., a baker measuring ingredients or a cashier counting change).

Writing Prompts: “When I grow up, I want to be...” or “A day in the life of a veterinarian.”

STEAM Challenges: Build a bridge like an engineer or design a uniform for a zookeeper.

Role-Playing Centers: Set up classroom stations like a post office, hospital, or grocery store for imaginative play.

### **Family & Community Engagement**

Purpose: Strengthen the home-school connection and expose students to diverse careers.

## Examples & Activities:

Family Career Nights: Parents and guardians or family member's share their jobs through booths or short presentations.

Career Show-and-Tell: Students bring in items related to a family member's job.

Community Field Trips: Visit local farms, libraries, or businesses to see careers in action.

Volunteer Readers: Invite professionals to read career-themed books aloud and share about their work.

## Sample Activities & Lesson Ideas

Purpose: Provide ready-to-use tools for educators to implement workforce themes.

### Examples:

Career Collage: Students cut and paste images of jobs from magazines to create a vision board.

"Which Hat Fits You?" Bulletin Board: Display hats from different professions and let students guess the job.

Mini Career Fairs: Older students or community members host booths for younger students to explore.

Career Charades: Act out or describe jobs without saying the name—great for vocabulary and fun.



# MIDDLE GRADES: CAREER PREPARATION

## (6-8)

### **Developing Career Interests & Soft Skills**

Purpose: Help students identify their strengths, interests, and values while building essential interpersonal and workplace skills.

Examples & Activities:

Career Interest Inventories: Use tools like MajorClarity Interest Assessment that will also help students explore career clusters.

Student Portfolios: Begin digital (MajorClarity) or physical portfolios with writing samples, project reflections, and goal-setting worksheets.

Soft Skills Workshops: Teach communication, teamwork, time management, and adaptability through role-play, group projects, and peer feedback.

Career Journals: Students reflect weekly on what they've learned about themselves and different careers.

### **Career Inventories & Student Portfolios**

Purpose: Encourage self-awareness and goal setting through structured tools.

Examples & Activities:

Interest & Aptitude Surveys: Use age-appropriate tools to match students with potential career paths. Suggestion: MajorClarity.

Digital Portfolios: Include writing samples, career research, presentations, community service logs and reflections.

Goal-Setting Templates: Students set short- and long-term academic and career goals.

Showcase Events: Host a "Career Showcase" where students present their portfolios to peers, parents, and/or community members.

### **Business Partnerships & Guest Speakers**

Purpose: Expose students to real-world professionals and industries.

Examples & Activities:

Career Speaker Series: Invite professionals from diverse fields to speak about their career journeys and answer student questions.

Virtual Career Chats: Use platforms like Webex or Zoom to connect with professionals outside region.

Business-Hosted Field Trips: Visit local manufacturers, hospitals, or media outlets to see careers in action.

Community Career Panels: Host panels with local entrepreneurs, tradespeople, and public service workers.

### **Cross-Curricular Connections**

Purpose: Reinforce career relevance across subjects to deepen engagement.

Examples & Activities:

Math & Finance: Budgeting projects tied to real-world jobs (e.g., planning a family vacation on a salary).

ELA & Communication: Write résumés, cover letters, or interview scripts.

Science & Health Careers: Explore roles like lab technicians, veterinarians, or environmental scientists through experiments and guest visits.

Social Studies & Civics: Research careers in public service, law, or government and simulate a town hall or courtroom.

# HIGH SCHOOL CAREER TRAINING/ WORK-BASED LEARNING (9-12)

## **Career Pathways & Programs of Study**

Purpose: Provide structured academic and technical programs aligned with high-demand careers.

Examples:

Career Academies: Freshman Academy, Health & Human Services Academy, Communications, Arts and Business Academy, Science, Technology, Engineering & Math Academy, and Middle College Academy.

Career Pathways: Exploring Careers; Early Childhood Education, Educator Preparation, Health Sciences, Law & Public Safety, JROTC; Business, Marketing & Finance, Culinary Arts, Digital Media, Broadcast Journalism, Performing Arts, Visual Arts; Automotive, Collision Repair, Construction, Engineering and Welding; Associate Degree.

Programs of Study:

Health Science: CNA certification, anatomy courses, medical and classroom internships.

Construction: Core Curriculum, NCCER Core & Level 1 Certifications, carpentry.

Education: Educator Preparation, Early Childhood Education, classroom internships, Assistant Teacher Preparation.

Business, Marketing & Finance: Business planning, marketing, student-run enterprises, ESB (Entrepreneurship and Small Business) Certification.

Explore more examples from TPSD's Career Academies and Pathways and Mississippi Department of Education Pathways.

## **Work-Based Learning (Internships, Job Shadowing)**

Purpose: Connect students with hands-on experiences that build skills and confidence.

Examples:

Job Shadowing: 1–3 day experiences observing professionals in fields like law, healthcare, or engineering.

Internships: 35 or more hours in placements with local businesses, nonprofits, or government agencies.

Service Learning: Projects that combine community service with career exploration.



Student-Led Enterprises: School-based businesses like coffee shops, print shops, or tech repair labs.

Career Mentorships: Pairing students with professionals for guidance and goal-setting.

## **Industry Certifications & Dual Enrollment**

Purpose: Equip students with credentials and college credits that open doors after graduation.

Examples:

Industry Certifications:

ASE: Automotive

ASE: Collision

Certified Nursing Assistant (CNA)

NCCER Core

NCCER Level 1

Dual Enrollment (Academic): through Middle College with local community college and universities.

Students graduate with both a diploma and college credits or a technical certificate.

## **Career Counseling & Individualized Learning Plans**

Purpose: Guide students in setting goals, exploring options, and building a personalized roadmap.

Examples:

Individualized Learning Plans (ILPs): Students document interests, goals, coursework, and experiences (MajorClarity).

Updated annually with input from counselors, families, and mentors.

Career Counseling Sessions: One-on-one meetings to explore postsecondary options.

Use of tools like Major Clarity, You Science or ASVAB Career Exploration.

College & Career Readiness:  
Résumé writing, interview prep, FAFSA completion, and scholarship searches.

Career Fairs & College Visits: On-campus events and field trips to expose students to opportunities.

## **Cross Curricular Connections Aligned with Core Subjects**

Purpose: Integrate core subjects with career exploration, aligned with the career academies. These activities are designed to help students see the relevance of their learning in real-world career contexts.

Examples:

### **English Language Arts (ELA)**

**Activity:** Career Profile Research & Presentation

- **Task:** Students research a career of interest and write a profile including job description, required education, daily responsibilities, and future outlook.
- **Skills:** Research, writing, public speaking
- **Career Tie-In:** Journalism, law, marketing, education, healthcare

**Extension:** Conduct mock interviews with professionals or write a persuasive essay on why a specific career is essential to society.

### **Math**

**Activity:** Budgeting for a Career Lifestyle

- **Task:** Students choose a career, research average salary, and create a monthly budget including housing, transportation, student loans, and savings.
- **Skills:** Percentages, ratios, data analysis, financial literacy
- **Career Tie-In:** Finance, accounting, real estate, entrepreneurship

**Extension:** Compare cost of living in different cities for the same career.

### **Science**

**Activity:** STEM in the Workplace

- **Task:** Students explore how scientific principles apply in careers (e.g., biology in nursing, physics in construction, chemistry in cosmetology).
- **Skills:** Inquiry, application of scientific method
- **Career Tie-In:** Healthcare, engineering, environmental science, forensics

**Extension:** Design a lab experiment or simulation based on a real-world job scenario (e.g., testing water quality like an environmental technician).

## History / Social Studies

### Activity: Careers Through Time

- **Task:** Students research how a specific career (e.g., teacher, doctor, architect) has evolved over time and its impact on society.
- **Skills:** Historical analysis, critical thinking, timeline creation
- **Career Tie-In:** Law, public policy, education, museum curation

**Extension:** Host a “Living History” museum where students dress and speak as historical figures in their chosen careers.

## The Arts

### Activity: Design a Career Campaign

- **Task:** Students create posters, videos, or digital art promoting a career path, highlighting its value and required skills.
- **Skills:** Visual communication, design, storytelling
- **Career Tie-In:** Graphic design, advertising, film, fashion, architecture

**Extension:** Collaborate with the business class to create branding for a student-run company.

## Electives (CTE, Business, Tech, etc.)

### Activity: Career Skills Showcase

- **Task:** Students demonstrate a hands-on skill related to a career (e.g., coding a website, preparing a meal, repairing an engine).
- **Skills:** Technical proficiency, presentation, collaboration
- **Career Tie-In:** Culinary arts, IT, automotive, health sciences, education

**Extension:** Host a “Career Expo” where students present their projects to peers, teachers, and community partners.

## **Cross Curricular Connections Aligned with Specific Career Academy Pathways**

Purpose: to help teachers teach with careers in mind by integrating instruction at least four (4) times per year to help students make meaningful connections between academic subjects and future careers.

Examples:

SEE PAGES 12-16

# **Space Intentionally Left Blank**

## Examples: Freshman Academy

| Subject          | Activity                                                                         | Career Connection                   |
|------------------|----------------------------------------------------------------------------------|-------------------------------------|
| <b>English</b>   | Write a personal career narrative or “future self” letter                        | Career planning, self-reflection    |
| <b>Math</b>      | Create a budget for life after high school based on a chosen career              | Financial literacy, real-world math |
| <b>Science</b>   | Explore how science is used in everyday jobs (e.g., food safety, sports science) | General STEM awareness              |
| <b>History</b>   | Research how different careers have evolved over time                            | Career evolution, labor history     |
| <b>Arts</b>      | Design a vision board or digital collage of career goals                         | Visual storytelling, goal setting   |
| <b>Electives</b> | Use career interest surveys and create a digital portfolio                       | Career readiness, self-assessment   |

## Examples: Health & Human Services Academy (2HS)

| Subject          | Activity                                                     | Career Connection                   |
|------------------|--------------------------------------------------------------|-------------------------------------|
| <b>English</b>   | Write a patient care plan or reflective journal              | Nursing, counseling, education      |
| <b>Math</b>      | Calculate BMI, medication dosages, or nutrition plans        | Healthcare, fitness, public health  |
| <b>Science</b>   | Conduct labs on body systems or disease prevention           | Biology, anatomy, health science    |
| <b>History</b>   | Study the history of healthcare or social justice movements  | Public health, social work          |
| <b>Arts</b>      | Design wellness posters or mental health awareness campaigns | Health communication, advocacy      |
| <b>Electives</b> | Practice CPR, first aid, or early childhood education skills | CNA, EMT, teaching, social services |



## Examples: Communications, Arts and Business Academy (CAB)

| Subject          | Activity                                                              | Career Connection                       |
|------------------|-----------------------------------------------------------------------|-----------------------------------------|
| <b>English</b>   | Write and deliver a persuasive speech or podcast                      | Public speaking, journalism, PR         |
|                  | Write artist statements or business proposals                         | Arts entrepreneurship, creative writing |
| <b>Math</b>      | Analyze marketing data or calculate ROI for a campaign                | Business analytics, finance             |
|                  | Budget for an art exhibit or theater production                       | Arts management, accounting             |
| <b>Science</b>   | Study the psychology of advertising or consumer behavior              | Behavioral science, marketing           |
|                  | Study color theory and light in visual design                         | Photography, stage lighting             |
| <b>History</b>   | Explore the impact of media on historical events                      | Media literacy, communications          |
|                  | Research the influence of art movements on society                    | Art history, cultural studies           |
| <b>Arts</b>      | Create a brand identity (logo, slogan, ad) for a student-run business | Graphic design, entrepreneurship        |
|                  | Produce a short film, mural, or fashion line                          | Visual arts, film, fashion design       |
| <b>Electives</b> | Run a school store or social media campaign                           | Business management, digital marketing  |
|                  | Create a business plan for a creative startup                         | Entrepreneurship, arts administration   |

## Examples: Science, Technology, Engineering and Math Academy (STEM)

| Subject          | Activity                                                            | Career Connection                       |
|------------------|---------------------------------------------------------------------|-----------------------------------------|
| <b>English</b>   | Write a technical manual or science fiction short story             | Technical writing, software development |
| <b>Math</b>      | Use algebra or geometry to design a bridge or code a game           | Engineering, computer science           |
| <b>Science</b>   | Build a robot, test renewable energy models, or simulate ecosystems | Robotics, environmental science         |
| <b>History</b>   | Explore the impact of technology on society                         | Innovation, ethics in tech              |
| <b>Arts</b>      | Design user interfaces or 3D models                                 | UX/UI design, architecture              |
| <b>Electives</b> | Code a website, use CAD software, or fly drones                     | IT, engineering, aviation tech          |

## Examples: Performing & Visual Arts Pathway: Cross Curricular Activities

| Subject                | Activity                                                                 | Career Connection                                   |
|------------------------|--------------------------------------------------------------------------|-----------------------------------------------------|
| <b>English</b>         | Write a script, monologue, or artist statement                           | Screenwriting, playwriting, arts journalism         |
|                        | Write an artist statement or critique of a peer's work                   | Arts journalism, creative writing                   |
| <b>Math</b>            | Calculate stage dimensions, lighting angles, or art supply budgets       | Stage design, lighting tech, arts management        |
|                        | Use geometry to plan a mural or scale a sculpture                        | Architecture, industrial design                     |
| <b>Science</b>         | Explore acoustics, color theory, or the chemistry of paint and materials | Audio engineering, set design, conservation science |
|                        | Study the chemistry of pigments or materials used in art                 | Conservation science, materials engineering         |
| <b>History</b>         | Research the cultural impact of an art movement or performance tradition | Art history, museum curation, theater studies       |
|                        | Research the influence of a historical art movement                      | Art history, museum curation                        |
| <b>Electives</b>       | Manage a school production, design costumes, or run sound/lighting       | Theater tech, costume design, production management |
|                        | Manage an art exhibit or curate a student gallery                        | Arts administration, gallery management             |
| <b>Visual Arts</b>     | Create a portfolio, storyboard, or digital illustration                  | Graphic design, animation, fine arts                |
| <b>Performing Arts</b> | Choreograph a dance, direct a scene, or compose a score                  | Dance, directing, music composition                 |
|                        | Design stage sets or costumes for a production                           | Set design, costume design                          |

# COMMUNITY ENGAGEMENT & PARTNERSHIP DEVELOPMENT

## **Mapping Community & Industry Partners (Learning how our business partners connect and contribute to shared goals).**

Purpose: Identify and visualize key stakeholders across sectors to align resources and opportunities.

Examples & Strategies:

Stakeholder Mapping Tools: Create a visual map categorizing partners by sector (e.g., business, higher ed, nonprofits, government, faith-based).

Local Industry Snapshot: Highlight major employers in your region (e.g., Toyota, Ashley Furniture, Goodyear in Tupelo/Lee County).

Partner Profiles: Maintain a database with contact info, areas of expertise, and engagement history.

## **Roles of Business, Higher Ed, & Families**

Purpose: Clarify how each group contributes to student success and workforce readiness.

Examples:

**Business & Industry:** Host job shadows, internships, site visits and/or classroom guest.

Serve on advisory committees.

Provide mentorship, equipment, and/or funding.

Align curriculum with labor market needs.

Higher Education: Offer dual enrollment and credentialing pathways.

Co-develop programs of study.

Share labor market data and research.

Support career counseling and transition planning.

**Families:** Participate in career nights and student showcases.

Share their own career journeys.

Reinforce soft skills and goal setting at home.

Advocate for equitable access to opportunities.

## **Workforce Advisory Committees**

Purpose: Provide structured input from stakeholders to guide program design and improvement.

Examples:

Committee Composition: Include employers, educators, students, parents, and community leaders.

Meeting: Hold Semester meetings with agendas, minutes, and action items.

Program of Work: Set annual goals (e.g., increase internship placements, review curriculum).

Subcommittees: Focus on specific sectors (e.g., healthcare, manufacturing, education).

Recognition: Celebrate committee contributions through newsletters or appreciation events.

## **Communication & Collaboration Strategies**

Purpose: Build trust, transparency, and shared ownership among partners.

Examples:

Stakeholder Newsletters: Share updates, student success stories, and upcoming events.

Partner Spotlights: Feature businesses or educators making an impact.

Collaborative Planning Sessions: Co-design events, programs, or grant proposals.

Rounding Loops: Use surveys, interviews, and listening sessions to gather input.

Shared Digital Platforms: Use tools electronic tools to coordinate efforts (e.g. Major Clarity).

Celebration Events: Host signing days, career expos, entrepreneurship fairs, Business/Industry Fairs.



## **Tupelo Public School District Internship and Job Shadowing Program**

### **Program Procedures**

#### **Purpose:**

To provide 11th and 12th-grade students with meaningful exposure to career pathways through structured job shadowing and internship experiences with local business and industry partners.

#### **Eligibility & Participation**

- Open to 11th and 12th-grade students.
- Students must have parental/guardian consent and meet any prerequisites set by the host organization.

#### **Job Shadowing Guidelines**

- Duration: ½ or up to 1 day.
- Hours: Between 8:00 AM – 12:00 PM or 8:00 AM – 3:00 PM, depending on the student's lunch schedule and transportation needs.
- Students are responsible for coordinating transportation unless otherwise arranged.

#### **Internship Guidelines**

- Internships may span multiple days or weeks, depending on the agreement between TPSD and the business partner.
- A learning plan with clear objectives must be developed and approved by the school and the host organization.

#### **Supervision & Safety**

- All designated supervising personnel at the host site must complete a background check prior to student engagement.
- A point of contact must be assigned at each host site to oversee student activities and ensure a safe, educational environment.

#### **Expectations for Business Partners**

- Provide a structured, educational experience aligned with the student's career interests.
- Ensure a safe and inclusive environment.
- Communicate promptly with the student's school site and/or designee regarding any concerns, incidents, or updates.

# JOB SHADOW/INTERNSHIP CHECKLIST

## **Academy Coach and CTE Principal**

- ☐ Recipient of District Job Shadow/Internship packet from WBL Teacher, CTE Teachers, CCRS Teachers, Transition, Structured Day and Career Coaches

## **WBL Teacher, CTE Teacher, Career Coach, Structured Day, Transition**

- ☐ Seek out and sustain industry partnerships
- ☐ Handout, Compile, Maintain and/or distribute required documentation
- ☐ Submit District forms to Academy Coach or CTE Principal for any student that complete a Job Shadow and/or Internship

## **CCRS Teacher**

- ☐ Collaborate with Student to develop a Job Shadow/Internship Plan
- ☐ Administer District Internship Packet to Student to get filled out
- ☐ Compile and Distribute Returned forms to WBL, CTE or Career Coach

## **Parent**

- ☐ Return Permission Form for Job Shadowing & Internship
- ☐ Return Field Trip and Excursions Parent Permission Form
- ☐ Return Student Transportation in Private Vehicle Form

## **Student**

- ☐ Communicate Desired Job Shadow/Internship to CCRS Teacher or WBL Teacher or CTE Teacher or Career Coach
- ☐ Return Permission Form for Job Shadowing & Internship
- ☐ Return Field Trip and Excursions Parent Permission Form
- ☐ Return Student Transportation in Private Vehicle Form
- ☐ Return any additional forms required by WBL Teacher and/or Career Coach

## **Business/Industry**

- ☐ Background check for supervising personnel
- ☐ Return Business & Industry Job Shadow/Internship Agreement Form
- ☐ Return Job Shadow and Internship Feedback Form



## Permission Form for Job Shadowing and Internship

**Student Printed Name:** \_\_\_\_\_ **Grade Level:** (☐ 11 ☐ 12)

**Date of Absence (Job Shadow Only):** \_\_\_\_\_ **Time of Absence:** ☐ Full Day ☐ Half Day (☐ AM ☐ PM)

**Choose One (If requesting both, must have separate application):** ☐ Job Shadowing ☐ Internship

☐ Job Shadowing (One Excused Absence)

☐ Internship (Must have Junior or Senior Leave and personal transportation)

**Company/Organization Name:** \_\_\_\_\_

**Job Shadow or Internship Supervisor Name, Email and Phone Number:**

\_\_\_\_\_

**Career Academy:** ☐ 2HS Academy ☐ CAB Academy ☐ STEM Academy ☐ Middle College Academy

**Career Focus Area:** \_\_\_\_\_

**Transportation Needed:** ☐ YES or ☐ NO (If YES: Job Shadow will be between the hours of 8:00-12:00)

### Parent/Guardian Consent

I give permission for my child to participate in the above job shadow/internship activity and understand the one excused absence for job shadowing has to have prior approval to be considered for an excused school related absence.

**Parent/Guardian Printed Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Student Acknowledgment

I understand that I am to follow the student code of conduct and am responsible for any missed assignments and will communicate with my teachers to stay current.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### School/Department

☐ CCRS Teacher ☐ CTE Teacher ☐ WBL Teacher ☐ Career Coach ☐ Transition ☐ Structured Day  
☐ Administration ☐ Counselor ☐ Approved Other

**Printed Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

☐ Approved ☐ Denied

**Submit the completed form to your CCRS, CTE, Work-Based Learning Teacher, Career Coach, Structured Day, or Transition Coordinator who will forward a copy to the academy coach for documentation. All requests must be submitted at least 7 business days before the job shadow or internship date to be considered a school-related absence.**

Note: Job Shadowing may range from a half day to a full day. If scheduled during school hours, prior approval is required for the absence to be considered school-related and excused. Students are allowed one approved absence for job shadowing during their junior or senior School Year. Internships must span two or more days and require students to either have junior or senior leave and/or participate outside of regular school hours.





|                                                                                       |                                          |                              |
|---------------------------------------------------------------------------------------|------------------------------------------|------------------------------|
| Descriptor Term:<br><br><b>FIELD TRIPS AND EXCURSIONS:<br/>PARENT PERMISSION FORM</b> | Descriptor:<br><b>IFCB-3</b>             | Issued:                      |
|                                                                                       | Rescinds:<br><b>IJOA Form<br/>3.0111</b> | Issued:<br><b>01/18/2011</b> |

**Dear Parents/Guardians,**

**You are being asked to complete this TPSD Parent Permission Form as part of the request for a field trip or excursion by one of your child's teachers or extracurricular sponsors. The information requested on the Parent Permission Form is designed to support the safety and security of your child during his/her participation in the field trip/excursion.**

**If you decide for your child not to participate in the field trip/excursion described in the attached parent letter, an alternate related assignment will be provided. Please indicate your choice by checking and signing in the appropriate space. The Parent Permission Form should be returned to your child's teacher by the date given in the parent information letter.**

**Name of Student:** \_\_\_\_\_

**Name of Teacher:** \_\_\_\_\_

**Grade of Student:** \_\_\_\_\_

**Name of Parent/Guardian:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Please indicate your choice regarding participation of your child by completing and signing the appropriate space.**

\_\_\_\_\_ **I do hereby give permission for** \_\_\_\_\_ **(Child's Name)**  
**to participate in the field trip described in the attached parent information letter.**

**Signature of Parent/Guardian** \_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_ **I DO NOT give permission for** \_\_\_\_\_ **(Child's Name)**  
**to participate in the field trip described in the attached parent information letter.**

**Signature of Parent/Guardian** \_\_\_\_\_

**Date:** \_\_\_\_\_

**TUPELO BOARD OF TRUSTEES**

**FIELD TRIPS AND EXCURSIONS: PARENT PERMISSION FORM**

**IJOA**

**If you granted permission for your child to participate in the field trip or excursion, please provide the following information. You do not need to complete this section if you elected for your child not to participate.**

**1. Please list the names, addresses and telephone numbers of two people other than yourself who can be contacted in the event of an emergency.**

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Work Telephone:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Work Telephone:** \_\_\_\_\_

**2. Please list/describe any current medical conditions and related information.**

**Medical condition of student that(may) need(s) attention** \_\_\_\_\_

\_\_\_\_\_

**Allergic to any food, insect bites, medications, etc.** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**If yes, please describe precautions/actions to be taken:** \_\_\_\_\_

\_\_\_\_\_

**List prescription medications that must be taken:** \_\_\_\_\_

\_\_\_\_\_

**Name of Medical Insurance:** \_\_\_\_\_

**Group Number:** \_\_\_\_\_

**Date Received by Teacher/Sponsor:** \_\_\_\_\_

**Signature of Teacher/Sponsor:** \_\_\_\_\_

**TUPELO BOARD OF TRUSTEES**

|                                                                           |                              |                              |
|---------------------------------------------------------------------------|------------------------------|------------------------------|
| <b>Descriptor Term:</b><br><br>STUDENT TRANSPORTATION IN PRIVATE VEHICLES | <b>Descriptor:</b><br>EEAG-E | <b>Issued:</b><br>10/08/2002 |
|                                                                           | <b>Rescinds:</b><br>EEAG-E   | <b>Issued:</b><br>08/08/2000 |

**RELEASE**

I, the undersigned \_\_\_\_\_ am the parent or guardian of, \_\_\_\_\_ who is a student of the Tupelo Public School District. I acknowledge that I have read and understood the policy of the school district regarding the transportation of students to school events or school-related activities in private vehicles. I acknowledge that transportation in private vehicles is not provided by Tupelo Public School District. Arrangements have been made with my approval for my child to be transported to the following event(s) or activities in a privately owned vehicle:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If this transportation is not available, I have instructed my child on alternative transportation to the event or activity. I hereby release and hold the Tupelo Public School District, its trustees, administrators and employees harmless, and agree to indemnify them, from any and all liability arising out of any injury or damage relating to the transportation of my child to school events and school-related activities in privately owned vehicles.

Date: \_\_\_\_\_

\_\_\_\_\_

Parent or Guardian

*TUPELO BOARD OF TRUSTEES*

# BUSINESS/INDUSTRY PARTNERS GROW STUDENTS • GROW OUR COMMUNITY



## HELP STUDENTS:

- Explore chosen career goals with job shadowing & internships
- Experience work conditions and employee expectations
- Build technical knowledge and strengthen professional skills
- Form relationships with potential employers and/or work references

## INDUSTRY PARTNERS BENEFIT:

- Foster local economic growth by contributing to a skilled workforce
- Receive assistance with special work projects
- Earn a reputation for being a good employer
- Cultivate diversity in the workforce



## INDUSTRY PARTNER RESPONSIBILITY:

- Supervise and mentor students at the worksite and/or school
- Ensure industry standards are being met
- Assign tasks necessary for business operation
- Communicate with school personnel and students

## INDUSTRY EVALUATION/FEEDBACK FOR STUDENTS:

- Foster local economic growth by contributing to a skilled workforce
- Receive assistance with special work projects
- Earn a reputation for being a good employer
- Cultivate diversity in the workforce



## WHAT DO THE EVALUATION NUMBERS MEAN?

1. Limited: "Student displayed little interest, knowledge and /or professionalism."
2. Basic: "Student has some grasp of the job/role but needs to keep working on knowledge and professionalism."
3. "Student is on the right track; see them working in this industry in the future."
4. Exemplary: "Would hire student today."

INTERESTED IN COLLABORATING TO HELP GROW OUR STUDENTS FUTURE CAREERS  
PLEASE CALL 662-432-5267



**Business & Industry Job Shadow Agreement Form  
Internships (See WBL Teacher & Career Coach for Agreement)**

Business/Organization Name: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Student Name: \_\_\_\_\_

- ☐ Job Shadow (1/2 day up to 1 day)
- ☐ Internship (2 days or more during junior/senior leave or after school hours)

Date(s) of Participation: \_\_\_\_\_

Type of Experience: ☐ Job Shadow ☐ Internship

We agree to provide a safe and educational experience for the student listed above. We understand that a background check is required for any supervising personnel that provides an internship experience.

Authorized Representative:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Personnel: \_\_\_\_\_  
(First Name, Middle Initial, Last Name)

\*\*\*\*\*

Date of Background Check for Internship: \_\_\_\_\_

- ☐ Agency Administered by \_\_\_\_\_
- ☐ Approved ☐ Denied Authorized Signature \_\_\_\_\_

# JOB SHADOW AND INTERNSHIP FEEDBACK FORM



| EMBEDDED WORK-BASED LEARNING<br>ASSESSMENT RUBRIC                                                                                                                                                                                                                                                                                                          |                                                                                                                                                        |                       |                       |                       |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Teacher                                                                                                                                                                                                                                                                                                                                                    | Verify student Job Shadow/Internship experiences<br>Verify industry partners have evaluated each student                                               |                       |                       |                       |                       |
| Student                                                                                                                                                                                                                                                                                                                                                    | Write reflection/journal for Work-Based Learning experience                                                                                            |                       |                       |                       |                       |
| Industry Partner(s)                                                                                                                                                                                                                                                                                                                                        | Provide Interactive guidance and feedback to student<br>Verify the career-ready practices student demonstrated during<br>WBL Job Shadow or Internship. |                       |                       |                       |                       |
| Student Name: _____ Company Name _____                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                        |                       |                       |                       |                       |
| WBL Job Shadow/Internship Industry Feedback Form                                                                                                                                                                                                                                                                                                           |                                                                                                                                                        |                       |                       |                       |                       |
| Career Ready Practice Skills                                                                                                                                                                                                                                                                                                                               | N/A or Not Observed                                                                                                                                    | Limited (1)           | Basic (2)             | Proficient (3)        | Exemplary (4)         |
| Responsible Employee-Appropriate attire and behavior, positive attitude, ethical actions, adaptable to change, on-time, focus on task(s), demonstrates safety/care for task(s)                                                                                                                                                                             | <input type="radio"/>                                                                                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communication- Clear verbal skills, describes new ideas, articulates questions, timely listening/speaking, appropriate use/correspondence with technology, acceptable writing skills                                                                                                                                                                       | <input type="radio"/>                                                                                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Problem Solving- Competent reasoning skills, asks questions to understand, seeks solutions, uses feedback to improve, learns from past mistakes/success                                                                                                                                                                                                    | <input type="radio"/>                                                                                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teamwork- Engages actively and respectfully, listens well, shares, supports, open to compromise, understands workplace culture, participates, respects differing ideas                                                                                                                                                                                     | <input type="radio"/>                                                                                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (1) Limited: "Student displayed little interest, knowledge and /or professionalism."<br>(2) Basic: "Student has some grasp of the job/role but needs to keep working on knowledge and professionalism."<br>(3) Proficient: "Student is on the right track; see them working in this industry in the future."<br>(4) Exemplary: "Would hire student today." |                                                                                                                                                        |                       |                       |                       |                       |
| Supervising Personnel Signature _____                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                        |                       | Date _____            |                       |                       |

# PROGRAM IMPLEMENTATION

## **Scheduling & Integration Across Curriculum**

Purpose: Embed workforce development into daily instruction and school culture.

Examples & Strategies:

Career-Themed Weeks: Designate weeks for career exploration across subjects (e.g., “Healthcare Week” in science, ELA, and social studies).

Cross-Curricular Projects: • Example: Students design a business in math (budgeting), ELA (marketing pitch), and art (branding).

Advisory Periods: Use homeroom or advisory time for career readiness lessons, guest speakers, or portfolio building.

Block Scheduling: Allocate longer periods for project-based learning or job shadowing.

Service Learning Integration: Tie community service to career pathways (e.g., construction students collaborating with the Red Cross to put up smoke alarms in socio-economically challenged neighborhoods and/or elderly communities).

## **Staff Roles & Professional Development**

Purpose: Equip educators and staff to lead, support, and sustain workforce initiatives.

Examples:

Workforce Development Director: Oversees partnerships and student placements.

Academy Coach, WorkBased Learning Teacher, Career Coaches, CCRS (College and Career Readiness) Teacher(s), Counselors or Pathway Leads, Classroom teachers and administrators: Guide students through career exploration and planning.

Teachers: Integrate career themes into subjects and mentor peers.

Professional Development Topics: Embedding career readiness into instruction: Teaching with careers in mind.

Using labor market data to inform teaching

Building industry partnerships

## **Logistics: Transportation, Supervision & Consent**

### **Transportation Plans**

**Purpose:** Ensure all students—regardless of background—can access work-based learning opportunities safely and reliably.

#### **Examples & Strategies:**

**District-Provided Busing or utilize Public Transit and/or Parental Private Vehicles:** Coordinate with transportation services and/or Public Transit to schedule routes for job shadowing, field trips, or internships.

**Community Partnerships:** Collaborate with local transit authorities or nonprofits to provide shuttle services or bus passes.

### **Supervision Protocols**

**Purpose:** Maintain student safety, accountability, and meaningful engagement during off-campus experiences.

#### **Examples & Strategies:**

**Site Liaisons:** Assign a school-based coordinator to each employer site for regular check-ins and emergency contact. (Academy Coach, WBL Teacher, Career Coach, CCRS Teacher, Pathways Teachers.

**Mentor Training:** Provide orientation for employer mentors on expectations, communication, and youth development-can be a video training or form, etc. (thoughts).

**Check-In Systems:** Use digital tools (e.g., Major Clarity and/or other examples: QR codes, Google Forms) for students to check in/out and log hours.

**Emergency Protocols:** Contact Academy Coach 662-841-8970 and/or CTE WBL Teacher/Director 662-841-8990.

**Observation Visits:** Scheduled mid-placement visits to observe student progress and address concerns. When students are job shadowing or interning during the year, pathway teachers may use their planning periods to check-in on students.

### **Consent & Documentation**

**Purpose:** Protect students, families, and partners through clear, transparent agreements and permissions.

#### **Examples & Templates:**

**Parent/Guardian Consent Forms:** Details about the experience, transportation, supervision, and emergency contacts.



Memoranda of Understanding (MOUs): Roles, responsibilities, and expectations outlined between the district and employers where and when needed.

Student Agreements: Students sign a code of conduct and learning objectives form before beginning any placement.

**Space Intentionally Left Blank**

# MONITORING & EVALUATION

## Data Collection & Key Measures

Purpose: Track progress, identify gaps, and demonstrate impact across grade levels and stakeholder groups.

Examples of Measures:

Participation Rates: Number of students engaged in career fairs, job shadows, internships, or dual enrollment.

Credential Attainment: Industry certifications earned (e.g., ASE, NCCER, ASE, CNA).

Postsecondary Outcomes: **Enrollment** in college, Employment in related fields, or **Enlistment** in the military.

Work-Based Learning Hours: Logged hours by students in internships or apprenticeships.

Employer Engagement: Number of active business partners and repeat participation.

Equity Indicators: Disaggregated data by race, gender, socioeconomic status, and special populations.

## Evaluation Tools for WBL Experiences

Purpose: Assess the quality and effectiveness of student experiences and partner engagement.

Examples:

Pre/Post Surveys: Gauge student growth in confidence, skills, and career clarity.

Employer Evaluations: Rubrics assessing student professionalism, communication, and initiative.

Student Reflections: Journals, presentations, or digital portfolios documenting learning.

Site Visit Checklists: Tools for educators to assess safety, mentorship, and alignment with learning goals.

360° Feedback: Input from students, mentors, teachers, and families.

## Student Growth & Career Readiness Indicators

Purpose: Measure how well students are progressing toward postsecondary success.

## Examples:

Academic Readiness: GPA  $\geq 2.8$ , completion of Algebra I by 9th grade, or dual credit coursework.

Career Readiness: Completion of a CTE pathway, industry-recognized credential, or work-based learning experience.

Behavioral Indicators: Attendance, discipline records, and soft skills development.

College & Career Milestones: FAFSA completion, college applications, military ASVAB scores, or job offers.

## Continuous Improvement Cycle

Purpose: Use data and feedback to refine programs and ensure long-term impact.

### Examples of Cycles:

Plan–Do–Check–Act (PDCA):

Plan: Set goals and measurements.

Do: Implement programs.

Check: Analyze data and feedback.

Act: Adjust and improve.

Encourage small, ongoing improvements from all stakeholders.

### Annual Review Process:

Host reflection sessions with staff and partners or distribute Annual Flyer/Newsletter Report.

Update curriculum and partnerships based on trends.

Publish a “State of TPSD Workforce Readiness” report.

# APPENDICES

## **Sample Forms & Templates**

Purpose: Provide ready-to-use documents that streamline implementation and ensure consistency.

Examples:

Parent/Guardian Consent Forms – For job shadowing, field trips, and internships.

Student Code of Conduct Agreements – Expectations for professionalism and behavior.

Employer MOUs – Outlines roles, responsibilities, and safety protocols.

Internship Evaluation Rubrics – For mentors to assess student performance.

Career Readiness Checklists – Grade-level benchmarks for skills and experiences.

Reflection Templates – For students to document learning and growth.

## **Career Cluster Charts**

Purpose: Help students, educators, and families understand TPSD's Career Academies (5) and Pathways (17), as well as Mississippi's 15 Career Clusters

Examples:

Cluster Wheel Visuals – Color-coded graphics showing all 15 clusters.

Pathway Descriptions – Short summaries of each cluster and sample careers.

Local Industry Alignment

Student-Friendly Posters – Visuals for classrooms and hallways.

## **Family & Student Communication Samples**

Purpose: Foster strong home-school connections and keep families informed and engaged.

Examples:

Career Night Invitations – Templates for family engagement events.

Monthly Workforce Newsletters – Updates on student opportunities and success stories.

Student-Led Conference Scripts – Prompts for students to share career goals and progress.

Parent Welcome Letters – Introduce workforce development goals and how families can support them.

Career Exploration Take-Home Activities – Encourage conversations at home.

Memoranda of Understanding (MOUs): Roles, responsibilities, and expectations outlined between the district and employers.

Student Agreements: Students sign a code of conduct and learning objectives form before beginning any placement.

# RESOURCES

Mississippi Career and Technical Education Curricula  
<https://www.rcu.msstate.edu/curriculum>.

Advance CTE. Career Clusters Framework. <https://careertech.org>.

Achieve. Strategies for K–12 and Workforce Alignment.  
<https://www.achieve.org/files/StrategiesforK-12andWorkforceAlignment.pdf>.

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National Career Academy Coalition (NCAC). <https://www.ncacinc.com>

Advance CTE: State Leaders Connecting Learning to Work.  
<https://www.careertech.org>

Association for Career and Technical Education (ACTE).  
<https://www.acteonline.org>

Linked Learning Alliance. <https://www.linkedlearning.org>

Edutopia – George Lucas Educational Foundation.  
<https://www.edutopia.org>

Pathways to Prosperity – Harvard Graduate School of Education.  
<https://www.gse.harvard.edu>

“Career and Technical Education.” Mississippi Department of Education,  
<https://mdek12.org/careereducation/>.

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