

Mission Statement

The mission statement of the Alternative Education Program is to promote the following objectives in a learning environment that offers high expectations and high support:

- Academic Performance
- Behavior Modification
- Functional Skills
- Career Education
- Employability Skills

Through the individual instruction and education plans (IIP or IEP), students, parents, and school faculty collaborate to address the six key areas. The Fillmore Center is committed to making a safe, structured, environment that is conducive to helping students succeed in today's changing world.

Letter to the Reader

Throughout this handbook you will find answers to questions commonly asked about the Fillmore Center. Although it is impossible for any handbook to cover every situation that could possibly arise, this handbook will serve as a general guide to everyday rules and policies that govern the Fillmore Center. The administration has the authority to make decisions concerning any situations that are not specifically addressed by this handbook.

Welcome to the Fillmore Center.

Larry Harmon
Director

Mary Stennett
Assistant Principal

Leontyne Anderson
Counselor

June Childers
Secretary

“Attitude”

“The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness, or skill. It will make or break a company... a church... a home. The remarkable thing is that we have a choice each day regarding the attitude we will embrace for that day. We can not change our past. We can not change the fact that people will act in a certain way. We can not change the inevitable. The only thing we can do is play on the one string we do have, and that is our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you... We are in charge of our attitude.”

- Charles Swindoll

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I. Introduction

Your child has been accepted at the Tupelo Public School Alternative Program (Fillmore Center) because of a serious or ongoing behavior problem in the regular school setting.

As a parent, your support of and cooperation with this program is vital to your child's success.

II. Program Goals

- A. To teach your child the behaviors necessary to be successful in a regular school setting.
- B. To teach your child how to transfer these behaviors to the regular school setting.

III. Staff

- A. All teachers are licensed by the state of Mississippi to provide instruction to their students.
- B. The administration is responsible for the daily operation of the school.
This includes curriculum and severe disciplinary incidents.
- C. The staff is not permitted to receive gifts from students or their families.

IV. Admission Policy

- A. All students and parents meet with an administrator to discuss the Fillmore Center program and requirements.
- B. All students must sign a behavior contract which states their agreement to follow the program guidelines.
- C. The staff and parents discuss a re-entry plan to the regular school that is based on established exit criteria.

V. Educational Plan

- A. The Fillmore Center develops an Individualized Instruction Plan (IIP) for each student. This plan follows the program and class schedule from the home school as closely as possible. The student receives grades at the Fillmore Center that are sent to the home school. The home school averages these grades with the grades earned from the Fillmore Center. The home school is responsible for the student's final grade.
- B. The Fillmore Center follows the curriculum adopted by the Tupelo Public School District.
- C. Students who have a special education ruling follow their Individual Education Plan (IEP) while at the Fillmore Center.

VI. Parental Involvement

A. Parental involvement is vital to the child's success at the Fillmore Center.

Parents are required to sign feedback sheets every day, including weekends and holidays. Please call the school if your child does not bring a feedback sheet home.

B. Parents of students who are repeating the program are required to call for a phone conference every Thursday. If the parent does not call, the student receives a home suspension and a school conference is held.

C. Staffing sheets are attached to feedback sheets every Tuesday. These sheets give a brief report of the child's overall progress at the Fillmore Center and are yours to keep.

D. Parental visits and phone calls are welcome at any time.

VII. Student Guidelines, Contracts, and Forms

- A. Search and Safety – Students are searched each day upon entry to the Fillmore Center. Searches are performed in the hallway and include the removal of shoes, socks, and belts. A metal detector is used. If a weapon or drugs are suspected, staff may conduct a hands-on check of the student. Anything other than school material is considered contraband. Candy and gum are thrown away. Any other items of value are held for the parent to pick up. Items that are unlawful to possess on a school campus (tobacco, drugs, weapons, etc.) are discarded or turned over to law enforcement. Jackets and sweaters that are hung on the racks are also searched daily. The vehicles of students who drive are subject to search at any time. The staff accepts no responsibility for any contraband brought to school.
- B. Changing of Classes- Students line up beside the door of their next period class when the bell rings. On command from an administrator, the students may enter their classes.
- C. Money – Any money brought to school goes into the student's lunch account. Money that is not given to staff during lunch count is contraband.
- D. No purses, book bags, or wallets are allowed at the Fillmore Center. Students carry all books and materials in their hands.
- E. Confidentiality – Students are not to discuss specific information about other students and their situations in the community. Personal information that it heard in group sessions is to remain private. Students may not

exchange personal information (addresses, phone numbers, etc.) with other students or solicit friendships with other students. Note writing is prohibited.

- F. The Level System – The Fillmore Center is designed to be a short term behavior management program; the program may be successfully completed in 45 school days. The length of stay may be affected by attendance, attitude, or behavior while in the program. Students assigned to the Fillmore Center work through a series of levels that prepare them to re-enter the regular school. The levels provide structure that allows the student to monitor his or her progress while learning replacement behaviors and social skills that lead to success at school, home, and the workplace. These levels are evaluated weekly based on feedback sheet goals to master and meet in order to move from one level to the next. These tasks and goals are explained in the handbook that the students receive in the group setting; however, a brief overview of the levels is outlined below:

LEVELS – LAWS

Learning Level (L) – All students begin at this level. Students learn the basic Fillmore Center rules, staff members' names, and are introduced to the values that are the basis for the skills training they receive at the Fillmore Center. This level may be successfully completed in two weeks.

Accepting Level (A) – This level stresses the need for changes in behaviors that led to an assignment to the Fillmore Center. This level may be successfully completed in three weeks.

Willing Level (W) – At this level the student begins to show an understanding of the reasoning behind the values and behaviors taught at the Fillmore Center. The student demonstrates a willingness to follow rules voluntarily without direct supervision. This level may be successfully completed in three weeks.

Succeeding Level (S) – Students at this level have demonstrated a change in attitude and behaviors and are ready to return to their home school.

Students receive instructions and work on the requirements for the re-entry conference at the home school. This level may be successfully completed in one week.

Note – A student may stay on the same level more than the minimum time if requirements are not met. A student may also move backward in the level system.

VIII. Re-entry Process

- A. Students who reach level “S” are eligible for re-entry to the home school.
- B. Re-entry conferences are usually scheduled for Tuesday or Thursday morning; this may be affected by the number of students eligible for return in a particular week.
- C. An administrator from the Fillmore Center, the student, parent, and an administrator from the home school attend this meeting. Other people as required (school counselor, special education teacher, youth court counselor, etc.) may also attend this meeting.
- D. The returning student is required to recite the attitude statement and answer any questions asked by the Fillmore Center administrator. The home school administrator may also ask questions during this meeting. A student who does not recite the attitude statement correctly or does not display the proper attitude during the interview returns to the Fillmore Center until the deficiencies in knowledge or attitude are corrected.
- E. Students who successfully return to the home school are placed on probation for 30 days. Severe offenses and violations of the Tupelo Public School Code of Discipline usually result in a disciplinary hearing and a recommendation of expulsion or return to the Fillmore Center.
- F. Students may be recommended for expulsion from the Fillmore Center for one year for severe violations.

NOTE – Multiple re-entry conferences may be scheduled for one morning; therefore, appointment times must be kept. Coming late or missing an

appointment usually results in the conference being rebooked for the next week. In such cases the student returns to the Fillmore Center at the next conference.

IX. General Information

A. Transportation – Tupelo Public Schools provide transportation for students assigned to the Fillmore Center. Bus information is provided at the entry conference. Students who violate bus rules may lose their bus privilege temporarily or permanently.

Students may drive to the Fillmore Center after providing license and vehicle information and signing the driver's agreement. Driving privileges are permanently revoked after the second violation of the driving agreement.

Students who arrive by car are to be dropped off on the north end of the campus no earlier than 7:30 a.m. The parents need to sign the late check book if the student arrives after 8:00 a.m. Students may be picked up on the north end of campus after buses leave in the afternoon.

Students may also walk to and from school. This matter will be discussed during the entry conference.

B. Extra- Curricular Activities – Students at the Fillmore Center do not participate in the home school's activities and are not allowed on the school's campus until their time at the Fillmore Center is completed. Any student at the Fillmore Center who attends any Tupelo Public Schools activity is subject to arrest for criminal trespass and may be expelled from Tupelo Public Schools.

C. Medication- Any prescribed medication for a student must be given to the staff along with directions for its use. Prescribed medication that is not

given to staff is contraband and treated as a violation of the discipline code.

Fillmore Center Supply List

1. Books from home school
 2. Paper
 3. Pencils (not mechanical)
 4. Colored Pencils
 5. Pens
 6. Three ring notebooks or spiral notebooks
- * Put your name on all of your supplies