



**Alternative
Education**

Special Education Alternative Schools

**2025–2026
Student & Parent Handbook**





Table of Contents

- Amity & New Horizons 2025–2026 Student Calendar . . . 3
- School Supply List 3
- Program Overview 4
- School Building Spaces 5
- Academic School Rubric: High School 6
- Academic School Rubric: Elementary and Middle Schools 8
- School Guidelines 9
- Program Management Procedures 13
- Closing/Delay Inclement Weather Plan 14
- School Forms 15
- Cell Phone/Electronic Device Policy 21



Welcome to Our Alternative Education Program!

I’d like to take a moment to personally welcome you and your child to our school community. At CESA 6, we believe that every student needs and deserves a champion. This belief is more than a motto; it is the foundation of everything we do. Our commitment is to build strong, positive relationships with our students, create a safe and supportive learning environment, and ensure that every student feels a genuine sense of belonging.

We believe that all students can learn and grow. Our mission is to support both academic and behavioral progress, equipping students with the skills they need to be successful in school and beyond. We will work closely with our families and partner districts, embracing challenges as opportunities and celebrating each step forward.

On behalf of the entire CESA 6 Alternative Education team, I am excited to begin this journey with you. We look forward to supporting your child, working together, and making this a positive and meaningful school year.



Jody Jennerman
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Grades K-12

Amity & New Horizons 2025–2026 Student Calendar

Daily Schedule	
Teachers	7:45 a.m. – 3:45 p.m.
Paraprofessionals	7:45 a.m. – 3:30 p.m.
Students	8:00 a.m. – 2:45 p.m.

December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Staff Development
Winter Break

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Staff Development
Memorial Day

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

26th New Horizons Open House
27th Amity Open House

January 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Staff Development
End of Second Quarter
Staff Development

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

End of Fourth Quarter and Last Day of School

September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Labor Day
First Day of School
Staff Development

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Staff Development

October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Staff Development
End of First Quarter

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

End of Third Quarter
Spring Break

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Staff Development
Thanksgiving

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

No School
Staff Development

School Supply List

- Headphones or earbuds – labeled with name
- Sanitizing wipes
- Kleenex
- Sandwich ziploc bags
- Three (3) spiral notebooks and folders – (Middle and High School only)
- One (1) pack highlighter (Two (2) different colors – High School only)

Key

		
Open House	End of Quarter	No School

CESA 6 Alternative Education

Program Overview



Mission

We will develop relationships with our stakeholders, collaborate and encourage each other so that our students are safe, educated, and successful.

The purpose of our alternative program is to provide an additional placement option for students with social, emotional, and behavioral disabilities, grades K–12, who have experienced limited success in another special education program. CESA 6 alternative schools strive to create safe, positive, and responsive learning environments. By identifying and implementing effective interventions and both academic and behavioral supports, students can develop the necessary skills to successfully transition back to their home schools.

Alternative School Framework Provides

- Strong peer/staff relationships to enhance student growth
- Smaller class sizes/groups
- Fresh start in new setting
- Highly individualized curricular alternatives
- Daily social-emotional learning instruction
- Positive behavioral supports
- Highly structured environment to address social and behavioral needs
- Ongoing communication and collaboration with home school district
- Frequent communication with parents and/or guardians

Academic Framework

Students’ academic instruction will be individualized per their IEP, following the Common Core State Standards. Elementary students engage in Bridges math frameworks daily alongside science of reading instruction. School-wide, students interact with Wayfinder Social-Emotional Learning and Career-Readiness curriculum that focuses on learning about and reflecting upon six core areas of personal development: self-awareness, adaptability, empathy, collaboration, agency, and purpose. Additionally, students in grades 9–12 will earn high school credits toward a diploma. Alternative School staff will collaboratively work with the student’s home school district to determine the most appropriate graduation plan; credits and transcripts are managed, and diplomas are issued, by the home district.

Behavioral Framework

CESA 6 Alternative Schools use a daily behavior monitoring system in which self-reflection and adult conferring occurs frequently throughout the day in order to promote independent reflection on personal and school wide goals and expectations. These behavior monitoring systems function as a basic structure for behavior management, daily communication, and a data collection tool for decision-making.

CESA 6 Alternative Education

School Building Spaces

Classroom

This is the room in which all whole group instruction, led by the classroom teacher, takes place. Students each have a designated individual study carrel as their own personal space. Each classroom teacher has a daily schedule that includes all academic, SEL, and specials instruction. This is where classroom learning communities are developed. Students are displaying regulated and safe behaviors while in the classroom.

Study Center

This room is available for students to temporarily receive independent, 1:1, or small group instruction. Students utilizing this space may have missed class for a variety of reasons, need additional instruction, or be in need of a quiet place to work. This space is also occasionally used for students to participate in a reflective and restorative conversation with an adult to process any behaviors that may have previously occurred. Students are displaying regulated and safe behaviors while in the study center. This room is also utilized as a multipurpose room for the following events: district testing, wrap around team meetings, therapist/counselor meetings, OT/PT services, etc.

Gym/Cafeteria

Students utilize this large space for physical activity and to eat lunch with their classroom.

Sensory Room

The sensory room is utilized by a student(s), who is/are accompanied by a teacher, in order to regain regulation. There is a variety of sensory tools and supports per their supplementary aids and services and/or BIP. Students are displaying safe behaviors while in the sensory room.

Lounge (Amity Only)

Students utilize this space for socialization and activities. Students are able to choose to use the lounge as a "Fun Friday" opportunity. Students can play games (board and digital), create arts/crafts activities, and play ping-pong and/or foosball.

Regulation & Reset Room

The regulation and reset room is a designated space for students to use when dysregulated or displaying unsafe



behaviors. This room is free of items (i.e. furniture) due to its potential to be used in an unsafe manner as a result of physically aggressive behavior. It is used when a student's behavior is impeding the learning of themselves or others throughout the other school spaces. Students may choose to go there on their own for a break, or may be directed by staff, to go there if they are displaying unsafe/ aggressive behavior within the classroom or other location within the building. Students typically co-regulate with an adult in the regulation and reset room. Students' BIPs are followed prior to returning to the classroom space or other designated areas.

Seclusion Room

This room and it's procedures are compliant with Wisconsin Act 125. Seclusion can only be used in very limited circumstances where a student's behavior presents a clear, present, and imminent risk to the physical safety of students or school staff and it is the least restrictive intervention feasible. This small room is located within the regulation and reset room. The seclusion room has padded walls to ensure student safety. Students are encouraged to redirect aggressive behavior in this room, if they absolutely need to get that energy out. In the event a seclusion occurs, parents are notified immediately and will receive a copy of the written Seclusion/Restraint Incident Report within three business days. Please note, students occasionally choose to access these spaces freely as a coping strategy. In these cases, this is NOT considered a seclusion.



CESA 6 Alternative Education

Academic School Rubric: High School

Target-based Grading Rubric & Explanation

Student & Family

3 – Proficient 80–100% I GOT IT!	2 – Approaching 50–79% I ALMOST GOT IT!	1 – Needs Support 49–0% NOT QUITE YET...
<p>Student has fully demonstrated content proficiency and skill application for the particular target(s) at this point in the school year.</p> <p>This means:</p> <ul style="list-style-type: none"> The student understands this grade level standard The student “got it” and could even teach/explain it to others The student can do this on his/her own 	<p>Student has partially demonstrated content proficiency for the particular learning target(s). Partial proficiency indicates progress with gaps in understanding and/or misconceptions.</p> <p>This means:</p> <ul style="list-style-type: none"> The student mostly understands this grade level standard The student is able to do parts of this standard on his/her own or with some help 	<p>Student has minimally demonstrated content proficiency for the particular learning target(s). The student has large gaps in understanding and/or application and is able to show success only with significant adult assistance.</p> <p>This means:</p> <ul style="list-style-type: none"> The student doesn’t understand this grade level standard The skills the student is working on will help him/her understand this grade level standard eventually
<p>NE — No Evidence</p>	<p>Student has not submitted or provided evidence to accurately assign a proficiency score.</p> <p>This means:</p> <ul style="list-style-type: none"> The student has too much missing work The student has missed too much school to evaluate 	
<p>N/A — Not Assessed</p>	<p>Instruction and assessment has not yet occurred in this area.</p> <p>This means:</p> <ul style="list-style-type: none"> The teacher hasn’t taught this grade level standard set yet The student can expect to learn about this area later in the school year 	



CESA 6 Alternative Education

Academic School Rubric: High School

Proficiency Scoring Conversion Scale

Students in the high school classroom are scored to every standard, to every assessment, by a 3-point proficiency scale that aligns to both a percentage and a letter grade. There are points attached to every assignment, but students are also held accountable to proficiencies for every standard (**3 – Proficient, 2 – Approaching, 1 – Needs Support**). This process sometimes results in some odd looking math compared to the traditional percentage scale you may be used to. For example, a score

of 2.7 would be proficient for any given standard and would earn a grade of “A” on the proficiency scale below and equate to a 90% score.

When you look at your child’s percentage score for any given assignment (or their overall grade), please refer to the following percentage scale. This also helps districts align course work during transition and goal writing. If you have any questions, please do not hesitate to contact us for further clarification. Thank you!

3-point score	Numerical %	Letter Grade	3-point score	Numerical %	Letter Grade	3-point score	Numerical %	Letter Grade
3	100	A	2.0	79%	C	▼1.0	49%	F
2.9	96%	A	1.9	75.5%	C			
2.8	93%	A	1.8	72%	C			
2.7	90%	A	1.7	68.5%	C			
2.6	88.50%	B	1.6	65%	C			
2.5	87	B	1.5	61.5%	D			
2.4	85.50%	B	1.4	58%	D			
2.3	83%	B	1.3	54.5%	D			
2.2	81.50%	B	1.2	51%	D			
2.1	80%	B	1.1	50%	D			

CESA 6 Alternative Education

School Guidelines

Attendance

118.15 Compulsory School Attendance

Unless the child has a legal excuse or has graduated from high school, any person having under his/her control a child between the ages of six and 18 years of age who has not graduated shall cause such child to attend school regularly, during the full period and hours, religious holiday excepted, that the public or private school in which such a child should be enrolled is in session until the end of the school term (year) of the school year in which the child becomes 18 years of age. Regular school attendance is tracked by the alternative school and information is sent to the home district.

118.16 Truancy

Truancy means any absence of all or part of one or more days from school during which the principal or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of §118.15.

118.18 Habitual Truant

“Habitual Truant” means a pupil who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester. Attendance and truancy matters are tracked by the alternative school and information is sent regularly to the home district to determine if additional support or intervention is needed.

Cell Phones/Electronic Devices

Cell phones and other electronic devices must be turned in to staff upon arrival to school each day. We believe that technology resources should be maximized to accomplish our mission of safely protecting and educating our students. Our students are immersed in a technological world; therefore, we need to optimize our environment for student learning. Our one-to-one Chromebook environment provides students the access needed to use technology resources that will assist in their learning. Our goal is to help students be fully present within the classroom setting in order to maximize the most out of their education.

- Please refer to [Cell Phone/Electronic Device Policy](#) for additional information

Child Abuse & Neglect

The state of Wisconsin requires that all professional staff members report “suspicion” of possible physical, sexual, or emotional abuse of a child, as well as suspected child neglect to appropriate authorities.

Dangerous Weapons In the School

Students are not allowed any kind of weapon on school grounds, on school buses/vans, or at any school sponsored activity. A weapon is defined as any object or substance that by design and/or use can cause bodily injury or property damage. No look-alike weapons will be permitted on school grounds. Students in violation of the provisions of this section shall be subject to disciplinary actions in accordance with school regulations and legal statutes.

Dress Code

Students are expected to use good judgment in choosing appropriate clothing, jewelry, and grooming at the alternative schools and their functions. Student dress or grooming:

- Should not be disruptive to the learning process
- Should not negatively affect the health, safety, or security of students or staff in school or its functions

The following are not allowed:

- Crop tops that show more than one inch of belly line
- Spaghetti strap tops (two finger rule for straps will followed)
- Cut off shirts that display the chest/nipple area
- Short shorts (shorter than three inches above the knee)
- Short skirts (shorter than three inches above the knee)
- Sports bras without a t-shirt
- Gang-related clothes
- Weapons (i.e. guns), alcohol or drug related clothing
- Nudity related clothing
- Clothing with hate speech
- Footwear is required to be worn at all times

Students will be provided appropriate clothing to change into. If a student refuses to change, he/she/they will receive access to their instruction in an alternate setting. Please note that the dress code should still be followed for spirit/dress up days.



Drugs & Alcohol

Students are not allowed illegal substances on school grounds, on school buses/vans, or at any school sponsored activity. First offense, parents and home school district will be contacted immediately upon verification of possession, under the influence and/or use. Second offense, parents, home school district and law enforcement will be contacted to determine additional consequences. Students in violation of the provisions of this section shall be subject to disciplinary actions in accordance with their home school district regulations and legal statutes. Repeated offenses may result in change of placement.

Emergency School Closing/ Inclement Weather Plan

In the event that school is closed due to inclement weather your child will follow school closings of the district in which the alternative school is located. [Click here to view the Emergency School Closing/Inclement Weather Plan.](#)

Students will follow the school closings of the district in which the CESA 6 Alternative school is physically located:

- Amity School follows Waupun School District closures
- New Horizons follows Winneconne Community School District closures

If your child’s home school district is closed due to weather, your child is not expected to be transported as it would be deemed unsafe to travel to the alternative program; your child will be excused. If this is the case please follow the absence policy by calling the school.

Field Trips

Incentive Field Trips

Field trips are an integral part of our program as they allow students an opportunity to display behaviors and skills learned in the alternative program and generalize them into the community in a variety of settings.

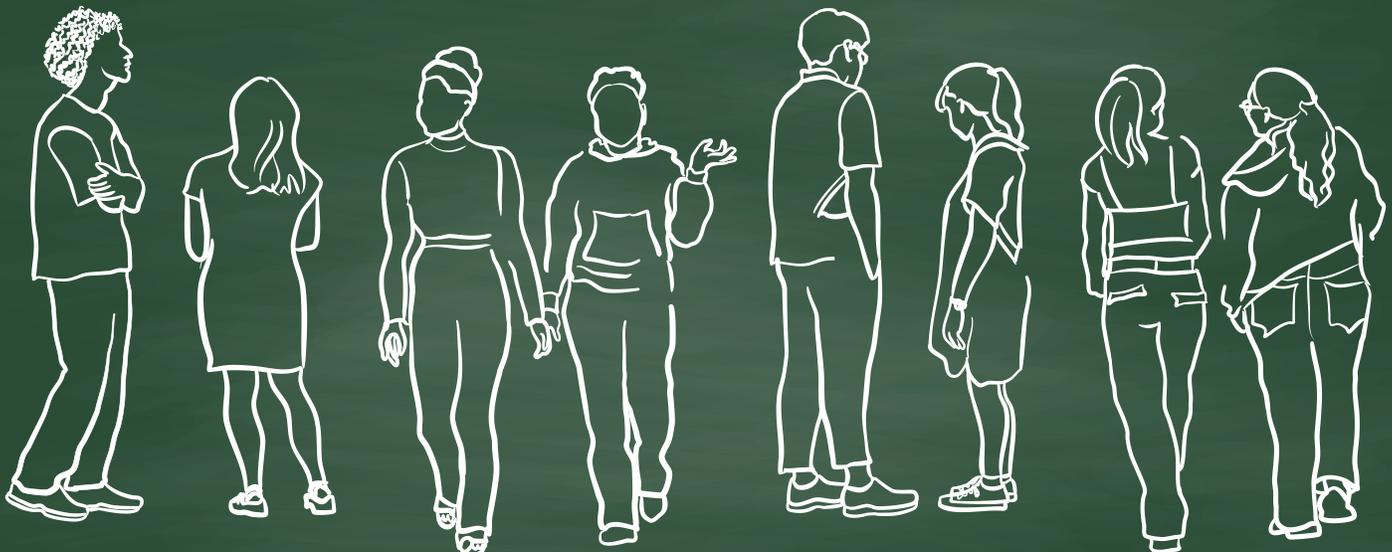
Field Trip Criteria

Elementary Students criteria to **all** be met for **two weeks** prior to field trip date:

- Earn an average of 90% average or higher on daily points sheets
- No seclusion/restraint or room evacuation
- No ISS/OSS (this includes parents coming to pick up because they’re struggling by parent choice)
- No transportation write ups (or need for parent to pick up due to behavior)

Middle/High Students criteria to **all** be met for **four weeks** prior to field trip date:

- Earn an average of 90% average or higher on daily points sheets
- No missing assignments and earning a passing grade of “C” or better in all classes
- No seclusion/restraint or room evacuation
- No ISS/OSS (this includes parents coming to pick up because they’re struggling by parent choice)
- No transportation write ups (or need for parent to pick up due to behavior)





Meals

Breakfast and lunch is available to all students at no cost. Snacks are available to students throughout the school day during designated snack times within each classroom. Students also engage in an earned points currency system that allows them to “purchase” more desirable snack items at times. There has been a noticeable increase in students consuming energy and/or hydration drinks at school. This can be misleading, as the terms “energy” and/or “hydration” make the drink seem healthy. Unfortunately, many containing 200mg of caffeine or more, these drinks are far from healthy for students due to the addictive nature and harmful side effects of caffeine and sugar. Student health and wellness is important to our programming; therefore, energy/hydration drinks and other highly caffeinated or sugary beverages are not permitted in school. Additionally, candy, snack foods, and other high-sugar items from home should not be brought to school in excess.

drug identity, dosage, instructions, doctor’s name, and prescription date. The medication MUST be delivered to school by the parent or guardian and counted with school staff.

- All prescribed medications must be picked up by the parent at the end of the school year.

Non-Prescription Medications

- Non-prescription medication requires prior written authorization by a parent/guardian.
- Medication must be in the original container and clearly identified as to the name and type of medication and dosage instructions.
- A note signed and dated by the parent giving the child’s name, medication time, dosage instructions, specific dosage times and other necessary instructions must accompany the medication.
- Medication must be delivered to school by the parent and given to a staff member.

Personal Items

Students are not permitted to bring personal items to school, (i.e. backpacks) unless it is approved by a staff member. Personal bags of any kind will need to be turned into a staff member while the student is at school that day and will be returned to them upon departure. Please remember the alternative school staff is not responsible for any lost or damaged items the student brings into school.

School Searches

Student

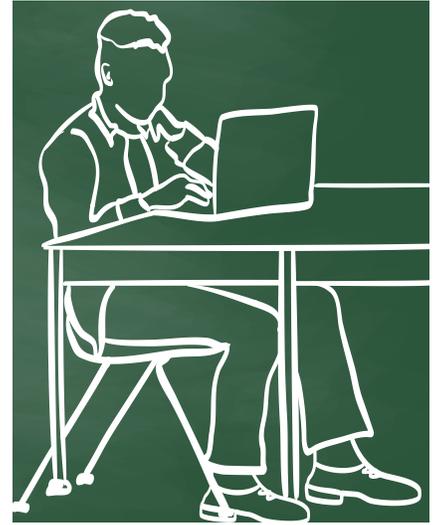
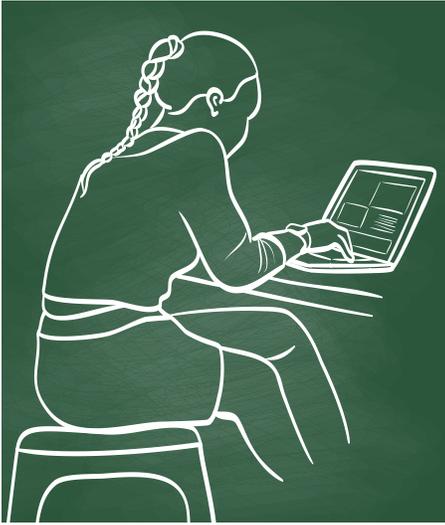
A search of the student is justified when there are reasonable grounds for suspecting that the search will uncover evidence of a school rule or criminal violation. A search shall include requesting the student to empty his/her pockets and/or purse or carry-in bags. Staff may also search jackets and coats. Student cooperation is expected. Lack of cooperation will result in law enforcement being contacted. An individual designated pursuant to this policy, accompanied by a faculty member and/or a police liaison officer, may conduct a search of a student’s person, purse, duffel bag or similar articles if the search is based on reasonable suspicion that the student has dangerous or illegal items or substances in their possession. Reference: §118.325.



Medication

Prescription Medications

- In order for students to be administered prescribed medication at school, a “Medication Consent form” must be completed by the parent and physician.
- All prescribed medication must be given to school staff by parent and/guardian in the original container with the prescription label on it indicating the child’s name,



Seclusion and Physical Restraint: in accordance to Act 125, §115.787

Seclusion will be used only if the following applies:

- Student's behavior presents a clear, present, and immediate risk to the physical safety of the pupil or others and it is the least restrictive intervention available
- The seclusion lasts only as long as necessary to resolve the risk to physical safety
- A covered individual maintains constant supervision of the student
- The seclusion room or area is free of objects or fixtures that may injure the pupil
- The student has adequate access to bathroom facilities, drinking water, necessary medication and meals

Restraint will be used only if the following applies:

- Student's behavior presents a clear, present, and immediate risk to the physical safety of the pupil or others and it is the least restrictive intervention available
- The degree of force used and the duration of the physical restraint do not exceed the degree and duration that are reasonable and necessary to resolve the risk
- There are no medical contraindications to the use of physical restraint

In the event that seclusion and/or restraint is used, parents will be notified within 24 hours and a written report will be provided to the parent within three business days.

CESA 6 Alternative Education

Program Management Procedures

Grading Procedures

The Alternative School will assess students quarterly and provide progress reports as well as IEP progress notes outlining student academic and behavioral performance.

Safety Drills

The safety of our students and staff in our schools is very important to us. In order to maintain a safe environment for all students to learn and grow in their academics and social and emotional learning, it is necessary that we practice our emergency action plans. By providing training and having drills throughout the year, we are able to ensure our students will react quickly in the case of an actual emergency, and are practiced and comfortable with the emergency plans. The following safety drills are taught and practiced within the building:

Fire Drill

Fire drills are conducted monthly. This is a fire code requirement as well as a requirement for all schools in Wisconsin. We want each student to understand and be aware of the importance of this drill, know what to do, where to go, and not be afraid when the alarm is sounded.

Classroom/Building Hold

This type of drill (similar to a lockdown) secures the building and/or classroom and safely shelters all students, staff, and visitors inside the building. The purpose of this drill is to keep students safe from any potential danger outside or inside the building. During a classroom hold students remain in their secured classrooms until the danger has been removed and/or de-escalated. During a building hold students are to remain within the secured building until the danger has been removed and/or de-escalated.

Shelter in Place/Tornado Drill

Tornado drills are conducted twice a year. The purpose of this drill is to be prepared to move to a safe, designated location within the building in case of severe weather.

Evacuation Drill

An evacuation is used to safeguard students and staff when a threat exists in a portion or in the entire school building, creating a need to move students from one place to another. During an evacuation drill, students will safely move to our designated relocation site which is in walking distance from the school.

Active Threat/Intruder Response Drill (Involving Evacuation & Reunification)

This type of drill is practiced so that students are aware of what to do in response to an actual emergency situation. Staff and students are trained using the Civilian Response to Active Shooter Events (CRASE) procedures, which is designed and built upon the Avoid, Deny, Defend (ADD) strategies. This type of response is used to rapidly enhance the level of safety in the building. This response requires that all staff and students seek as much physical safety from physical harm as possible by fleeing the area of the threat/intruder, using barriers to sight and/or physical barriers; and/or defending themselves using any means necessary.

Transportation

- The home school district is responsible for transporting students to and from the alternative school
- It is the responsibility of the alternative school staff to notify appropriate transportation providers if there is deviation from the scheduled transportation arrangement
- Student's use of their own transportation to and from school is permitted on an individual basis
- It is the responsibility of the alternative programs to provide transportation for vocational and lifetime activities
- A student cannot be released from school to any person but the parent or guardian without written, signed permission slip from the parent or guardian

NOTE: Transportation drivers should continue to contact local authorities should safety concerns occur while transporting students.

If an incident occurs on the bus/van:

- Staff will confer with the driver and the student to determine next steps (if any)
- Any written incident report completed by the driver will be shared with:
 - Student's home school district Transportation Director and Director of Special Education

For severe incidents (i.e. physical aggression/safety concerns) occurring on the bus/van:

- An IEP team meeting will be scheduled to develop a plan to ensure everyone's safety



CESA 6 Alternative Education

Closing/Delay Inclement Weather Plan

Your Child's Safety Is #1 Priority.

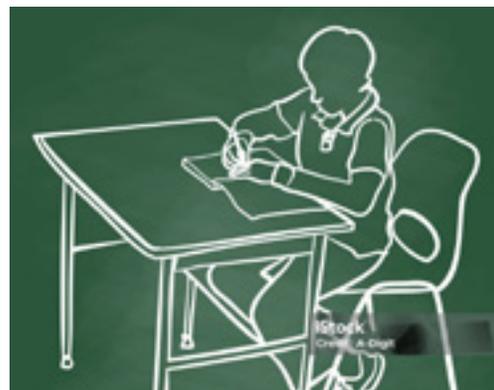
Your child will follow the CESA 6 Alternative program calendar. Should the weather be questionable before school, please listen to one of the radio stations or tune in to your local television station. School closing notices or delays are reported typically before or around 6:00 a.m. School early dismissals are reported typically by 12:00 p.m.

Students will follow the school closings of the district in which the CESA 6 Alternative school is physically located:

- Amity School follows Waupun School District closures
- New Horizons follows Winneconne Community School District closures

You will receive communication (phone call or text) from your child's teacher informing you school is closed, delayed or dismissing early.

Also, if your child's home school district is closed due to weather, your child is not expected to be transported as it would be deemed unsafe to travel to the alternative program; your child will be excused. If this is the case please follow the absence policy by calling the school and informing your child's teacher. If your child's home school district has an early dismissal due to weather, your child will be dismissed early from school as their transportation is provided through their home district.





CESA 6 Alternative Education

School Forms

Parent/Student Handbook Acknowledgment

By signing, I signify that I have read and understood all of the preceding pages. The CESA 6 Special Education Alternative Program will provide educational service in line with these procedures within the context of the student's IEP.

Parent/Guardian Signature

Date

Student Signature

Date

CESA 6 Alternative Education

School Forms

Emergency Contact Information		
Student First Name:	M.I.:	Student Last Name:
Grade	Date of Birth	
Alternative Program Placement: <input type="radio"/> Amity <input type="radio"/> New Horizons		School Year

Student			
Home Address	City	State	Zip
Home District		County	

Mother/Guardian	
First Name:	Last Name:
Cell Number:	Ok to Text? <input type="radio"/> Yes <input type="radio"/> No
Alternative Phone Number:	Email Address:

Father/Guardian	
First Name:	Last Name:
Cell Number:	Ok to Text? <input type="radio"/> Yes <input type="radio"/> No
Alternative Phone Number:	Email Address:

Emergency Contact One	
Name:	Relationship:
Cell Number:	Ok to Text? <input type="radio"/> Yes <input type="radio"/> No
Email Address:	

Emergency Contact Two	
Name:	Relationship:
Cell Number:	Ok to Text? <input type="radio"/> Yes <input type="radio"/> No
Email Address:	

Outside Service Provider Information (Social Worker, Counselor, Mentor, etc.)	
Name:	Role:
Phone Number:	Email Address:

Health Information
Does your child have an existing health condition that we should be aware of? <input type="radio"/> Yes <input type="radio"/> No
If yes, please list conditions:

Does your child need a health plan for school for this/these conditions? <input type="radio"/> Yes <input type="radio"/> No



CESA 6 Alternative Education

School Forms

Student Computer Network System Acceptable Use Agreement

Parents and students shall sign a Network System Acceptable Use agreement prior to the use of the computer network. Completed and returned forms shall be kept on file at the alternative program location and will remain in effect as long as the students attend the alternative program. Parents/Guardians may change the initial decision by completing and dating another Acceptable Use Agreement.

Please read, sign, and check below indicating your choice:

- I **DO** give my child (name) _____ permission to use the internet during non-academic times.
- I **DO NOT** give my child (name) _____ permission to use the internet during non-academic times.

NOTE: Failure to return this signed form will result in denial of network use.

Parent/Guardian Signature

Date

Student Signature

Date



CESA 6 Alternative Education

School Forms

Photo/Video Release

In the course of the school year, groups and/or individual students are photographed or recorded in the classroom, during field trips or when participating in other school activities. These photos and/recordings may be used for a variety of ways: teacher training, to promote events or programs to the community, to support new family orientation, as gifts to staff and/or families, etc. The final product may have various forms such as slides, cards, posters, etc. These photos will not have any confidential information about your child other than their appearance and first name. On occasion, people from the local media, such as newspapers or television, may want to do a story about our program which may include pictures of the classroom for students.

Pursuant to the Educational Rights and Privacy Act and State Statute 118.125(1)(d) any parent, legal guardian or student age 18 or over has the right to make their desire to NOT have their child or their image photographed or videotaped. In order to have your child photographed or videotaped, we are asking you to sign the disclaimer below.

I hereby give my consent for my child (name) _____ who is a student with the CESA 6 alternative programs, to be photographed or videotaped over the course of the school year, during field trips or when participating in other school activities. These photos and/recordings may be used in a variety of ways: teacher training, to promote events or programs to the community, to support new family orientation, as gifts to staff and/or families, etc. The final product may have various forms such as slides, cards, posters, etc. I also give my consent to allow my child to be photographed and/or videotaped through the local media, to include printed, digital media and television. These photos will not have any confidential information about my child other than their appearance and first name.

I have been informed of my child’s rights pursuant to the Educational Rights and Privacy Act and State Statute 118.125(1)(d). And hereby consent to the above.

Parent/Guardian Signature

Date



CESA 6 Alternative Education

School Forms – (CESA 6 FAX 920-236-0580)

Prescription Medication Form

Student First Name: _____ Student Last Name: _____ Date: _____
 Parent/Guardian Phone Number: _____ School Year: _____

This portion must be completed by a physician, physician’s assistant or nurse practitioner prior to the student taking medication at school. Medications will be stored and dispensed in the school’s Main Office. The exception to this is epi-pens and inhalers, which may be carried by the student with physician and nurse written approval.

Medication	*Route	Dose	Time	Conditions Under Which to Medicate	Contact Physician When
1.					
2.					
3.					

***Students with asthma inhalers or epi-pens for allergic reactions:**

- This student may carry and self-administer medication.
- This student needs supervision and/or assistance with administration.

I agree to retain power to direct, supervise, decide, inspect and oversee the administration of such medication(s). Direct contact shall be made with me at any time should you have questions.

Hospital/Clinic/Office: _____ Address: _____
 Physician Signature: _____ Phone: _____ Date: _____

Parental Permission

I hereby give permission to trained staff at the CESA 6 Alternative Programs to give the medication(s) to my child/ward according to the directions stated above and further authorize them to contact the child’s physician. I agree that the school district, its employees and agents who act within the consent granted by this document, shall not be liable for any claims that I may have arising from the administration of this medication to my child/ward at school.

Parent/Guardian Signature: _____ Date: _____
 Address: _____ Phone: _____

Administrative Authorization

Director Signature: _____ Date: _____



CESA 6 Alternative Education

School Forms – (CESA 6 FAX 920-236-0580)

Non-Prescription Medication Form

Student First Name: _____ Student Last Name: _____ Date: _____

Parent/Guardian Phone Number: _____ School Year: _____

All medication must be in its original container with the label intact.

Medication	Amount/ Dose	Time	Duration	When Should the Medication Be Given/ Reason for Medication
1.				
2.				
3.				

Parental Permission

I hereby give permission to trained staff at the CESA 6 Alternative Programs to give the medication(s) to my child/ward according to the directions stated above and further authorize them to contact the child’s physician. I agree that the school district, its employees and agents who act within the consent granted by this document, shall not be liable for any claims that I may have arising from the administration of this medication to my child/ward at school.

Parent/Guardian Signature: _____ Date: _____

Address: _____ Phone: _____

Administrative Authorization

Director Signature: _____ Date: _____



CESA 6 Alternative Education

Cell Phone/Electronic Device Policy

We believe that technology resources should be maximized to accomplish our mission of safely protecting and educating our students. Our students are immersed in a technological world, therefore, we need to optimize our environment for student learning. Our one-to-one Chromebook environment provides students the access needed to use technology resources that will assist in their learning. Our goal is to help students be fully present within the classroom setting in order to maximize the most out of their education. In an effort to create an environment conducive to student learning, the following cell phone policy will be in place.

Electronic Device/Cell Phone Policy

All personal cell phones, listening devices, smart watches, and/or other personal electronic devices will be turned in at the beginning of morning routines and will be kept in a secure location (i.e. classroom closet and/or cabinet that locks) All cell phones, listening devices, smart watches, etc., are to be turned off and/or silenced when not in use and in this designated secure location. All personal electronic devices will be returned to students at the end of the day.

By signing, I signify that I have read and understood the contents of the cell phone/electronic device policy.

Parent/Guardian Signature

Date

Student Signature

Date



CESA₆



**Alternative
Education**



920-236-0510
solutions@cesa6.org
cesa6.org/alternative-placement

**All Students Deserve to Succeed!
Individuals Thrive in Alternative Education**