Student Parent Handbook

2025-2026

WELCOME TO AGORA

Dear Families,

Welcome to another exciting school year at Agora! The word "agora" is Greek and means "gathering place." At Agora Cyber Charter School, we strive to be a virtual gathering place where students belong and can learn an grow together with their peers and our faculty and staff. Our teachers and staff are dedicated to providing our students with a high-quality flexible learning option that serves thousands of students across Pennsylvania. We are continually adapting to the latest trends in online learning in order to best serve our students and families.

This Handbook will serve as a guide throughout the school year to make certain that our students are set up for success. We encourage families to reference the Handbook frequently as it can be a valuable resource for important information such as the official school calendar, policies, and procedures, as well as general school information such as attendance and IT support. For more detailed information, we also encourage you to reference the Agora website: www.agora.org.

There have been a few adjustments to our education program this year so we are excited to introduce several new platforms and programs for our families that will prepare our students for a successful year!

Thank you for being a part of the Agora family,

Dr. Rich Jensen

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MISSION & VISIONS

Mission Statement

The mission of the Agora Cyber Charter School is to provide an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills and develop proficiency in the design and use of new computer technologies and scientific research. Agora embraces a collaborative partnership between teachers and parents in order to empower students to reach extraordinary heights. Extraordinary results require extraordinary efforts! Through commitment, hard work, consistency, and responsibility, every student will meet the challenge of mastering high expectations.

Vision Statement

The vision of Agora Cyber Charter School is to prepare all students to achieve their highest potential through actively engaging in their own schooling, achieving their personal learning goals, and being ready to reach post-secondary success as lifelong learners.

INSTRUCTIONAL MODEL

At Agora, it is our mission to provide students with the opportunity to engage in innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills. We do this through a focused and intentional instructional model. The Agora Instructional Model is built around key areas; from establishing and organizing the school to maintaining academic excellence through continuous improvement.

The Agora Instructional Model positions our school community for success as teachers and staff work collaboratively to design uncompromised learning experiences for every student. Student learning experiences reflect foundational, collaborative, personalized and conceptual learning experiences aligned with the Pennsylvania State Standards and requirements provided by the Pennsylvania Department of Education (PDE).

Students engage in high levels of rigor by engaging in interactive peer-to-peer learning daily basis. Students also take part in customized learning time, during which they receive additional interventions, skill support, and tutoring. Likewise, we offer acceleration and/or enrichment in areas of strength at their correct level of learning per Chapter 16 Gifted regulations.

Agora provides instruction primarily in a synchronous format where teachers provide live instruction across the school day arranged into scheduled blocks/periods for each content area. We provide our certified teaching staff with professional development specifically addressing the ways in which staff can engage students during live instruction in a virtual environment. Should a student express the interest and capability to succeed in an asynchronous environment, we can provide the opportunity to engage in course content asynchronously. In an asynchronous path, students and teachers are not always online at the same time, however the student has the option to join in for class discussion as needed. Please note that students must complete an application process before being approved for asynchronous learning (criteria vary based on grade level).

CONTENT OVERVIEW

The core content provider for the majority of our courses is K12 Stride. Stride™ is rooted in decades of education research and the science of learning but fueled by innovative technology. The Stride™ content resource offers standards-based, Kindergarten through grade 12 courses with rich, interactive content and rigorous assessments designed and developed for online delivery. Stride includes course content in English/Language Arts, Math, Science, and Social Studies as well as Art, Music, and Physical Education/Health courses. Additional electives, such as world languages, are also offered in grades 6-12. In addition to our course content, you can also access Stride's supplemental resources such as the Skills Arcade (an interactive gaming feature designed to practice key concepts in math and reading). The learning management system for K12 Stride course content delivery is Canvas.

Agora staff conducts an annual curricular review and provides access to select supplemental programs that enhance our existing courses. The supplemental programs allow Agora students to engage in the learning both synchronously and asynchronously through guided practice. These programs include, but are not limited to Nearpod, Renaissance (STAR, Freckle, and Fast Bridge), See Saw, IXL and Zearn.

Grades K-5

The combination of interactive online lessons and offline materials cater to varied learning styles, allowing students the opportunity to master lesson objectives and PA Core Standards. Lessons are followed by assessments, so you can be sure that your child has mastered content.

Grades 6-12

Courses are developed in alignment with the PA Core Standards and feature a rich multimedia format that may include graphics, avatars, simulations, and videos to help keep students engaged and motivated to learn. Tutorials help illustrate complex concepts more clearly. Additionally, the unique avatars help establish connections between topics and "real world" applications. At the high school level, graduation pathways and post-secondary planning contribute to the course selection on an individual basis.

RIGHTS & RESPONSIBILITIES

Students:

Students have the responsibility to:
- attend and participate in all scheduled and required virtual sessions
- put forth a conscientious effort in all school assignments
- have knowledge of and abide by all school rules, regulations and applicable laws
- use appropriate speech, refraining from indecent, obscene or foul language
- report to a staff member incidents or activities that may threaten or disrupt the school
- remain in good communication with their family coach, teacher, and school counselor

Students have the right to:
- a public school education until 21 years of age or upon graduation; whichever occurs first
- not be excluded from public schools or from school privileges because they are married, pregnant, have a disability, are eligible for special education services and programs or because of race, gender, color, religion, sexual orientation (known or perceived) or national origin
- be afforded discipline procedures as outlined in this document
- request and receive interpretation and translation assistance for school-related matters if English is not their primary language

Parents/Guardians:

Parents/guardians have the responsibility to:
- ensure that their children enrolled in Agora attend school regularly in accordance with the laws of the Commonwealth of Pennsylvania
- understand that if the child enrolls in school prior to the age of 8, the child becomes compulsory school age and must continue to attend school
- enroll their child in another school if he/she withdraws from Agora
- present to the school administration any concern or issue in a calm, reasonable manner
- work with their child daily to ensure that the student is completing assignments
- support their child's learning progression by reinforcing and reviewing instruction
- know the rules set forth in this code and review the contents with their child(ren)
- ensure that their child complies with all required testing and assessment requirements, including but not limited to PSSA, PASA, and/or Keystone tests, as well as local benchmark, diagnostic, formative, and summative assessments
- provide transportation to required state testing, school assessments and events
- ensure that their child receives the periodic health examinations and immunizations that are required by law
- provide updated address and required compliance documentation within 30 school days of any physical address move (Residency Policy)

Parents/guardians shall have the right to:
- receive regular official reports of their child's academic progress
- inspect, copy and challenge, according to the appropriate guidelines, any and all information contained in their child's records
- receive an explanation for the basis of any grade given by the teacher
- request a conference with the teacher and/or the principal
- receive translations and/or interpretations of any written or verbal communications regarding their child and their child's education
- appeal disciplinary action that results in expulsion
- receive reasonable accommodations for any disability hindering participation in their child's education, to the extent all parents are permitted to participate, upon request, for such accommodation and proof of medical necessity

Agora abides by the provisions of the Family Education Rights Privacy Act, Buckley Amendment, with respect to the rights of noncustodial parents.

Student Code of Conduct

The goal of Agora Cyber Charter School is to provide the best possible educational experience for each student. The instructional program, partnership of parents/legal guardians and teachers, clubs, outings and competitions help to increase student success. Coupled with the advantages of these educational opportunities is the need for students to assume personal responsibility for their behavior. Students share with the school community responsibility for developing Agora Cyber into a school that exemplifies high standards and excellence. Agora's Code of Student Conduct is based upon this responsibility. Understanding the information that follows is an essential responsibility of each student. The Agora Student Code of Conduct applies to all school-supplied equipment and materials and in all school-sponsored environments, home and community and at any school location or event and on transportation leased/owned by Agora. Please see the Agora Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities and Notification of Rights under the Family Education Rights and Privacy Act, as posted to the Agora website (www.agora.org) for further safeguards and rights of students with special needs with regard to school discipline.

Non-Discrimination Policy

Agora Cyber Charter School does not discriminate in its educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, limited English proficiency or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Pennsylvania Human Relations Act. Information relative to special accommodation, grievance procedure and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the school.

STUDENT SUCCESS SUPPORT MODEL

Orientation

Learning coaches and students will participate in a mandatory online Orientation Program during the student's first week of school. The Orientation Program is designed to ease families into the Online School and equip students with the academic knowledge, skills and technical proficiency needed to successfully begin online courses. Each student is assigned an orientation teacher/advisor who will provide direct and synchronous instruction each day. Following online sessions, students will complete online lessons and/or assignments to further their understanding and demonstrate mastery of the daily learning objectives. The learning coach will receive instructions to set up the Online School accounts and join orientation sessions prior to the student's first day of school.

Family Coach

When students enroll at Agora, they are assigned a Family Coach. The Family Coach serves as a mentor, guide, and support for students. Family Coaches will schedule conferences with students, regularly set short-and long-term goals, check progress and grades, monitor attendance, and ensure that students have access to resources so that they can achieve their greatest personal potential.

It is imperative that lines of communication remain open between the family, student, teacher(s), and Family Coach. Our team of highly-trained Family Coaches will work collaboratively with families and other school staff to expose students to a variety of career and learning opportunities that meet their personal and social needs and identify and work to eliminate any issues that may pose a barrier to a student's success. Our Family Coaches work diligently to ensure that each student receives a positive learning experience! Through the Student Assistance Program (SAP) program, Family Coaches mobilize school resources and provide outside resources in an effort to remove barriers to learning so that students may achieve, advance, and remain in school.

School Counselor

At Agora, we understand that growing up in today's world brings both exciting opportunities and unique challenges. With new technologies, evolving careers, and constant change, students need support not just academically, but also socially and emotionally. Our school counseling program is here to walk alongside students and their families from Kindergarten through 12th grade, helping each child grow into their best self.

In the early grades (K–5), our counselors place a strong emphasis on Social Emotional Learning (SEL) and Career Readiness. Through engaging classroom lessons, small group discussions, and individual support, we help students build essential life skills like empathy, self-awareness, responsible decision-making, and understanding their strengths and interests. These foundational skills prepare students not only for success in school, but also for their future paths—whatever they may become.

As students grow, our school counselors continue to provide guidance in academics, mental wellness, and post-secondary planning. Whether it's exploring college or career options, working through life's challenges, or simply being someone to talk to, our counselors are committed to helping students thrive at every stage.

We invite families to learn more about how our counseling program can support their child's journey by visiting Agora's website or reaching out directly to our team.

Learning Coach

Each student at Agora is required to have a Learning Coach who partners with the school to ensure that the student is attending school and completing assignments on time. This person may be a parent/legal guardian or someone the parent/legal guardian designates as a facilitator. In the event the parent/legal guardian or designated Learning Coach is unable to fulfill the responsibilities as outlined below, the parent/legal guardian is responsible for assigning a new Learning Coach and notifying school officials as soon as possible.

The requirements for the Learning Coach vary with the age and motivation of the student and involve a commitment that goes beyond a traditional public school. Learning Coaches should reinforce topics presented in live sessions by attending sessions with students in grades K-5 and reviewing concepts with students in grades 6-12. Although these trusted adults play the role of Learning Coach for their students in managing the schedule and ensuring the students are completing work at a reasonable pace, they are never alone in the education process. Rather, the Learning Coach is able to collaborate with teachers, family coaches, and other staff members to ensure the student is able to achieve their highest potential.

With full commitment of the Learning Coach at all grade levels, a student's academic success will increase. Since the Learning Coach is an integral part of each student's success at Agora Cyber Charter School, a Learning Coach Orientation program has been developed to help each Learning Coach understand their roles and responsibilities in assisting their students. Please go to our website to access these resources.

Multi-Tiered Systems of Support (MTSS)

Agora Cyber Charter School is committed to helping all children succeed. Student success in school is dependent upon both academic success across grades K to 12 as well as exhibiting positive behavior. Whether we are focused on academics or behavior, staff examines whether or not supports are necessary or if the student requires expanded opportunities to ensure that the child reaches their potential.

ACADEMICS: We conduct universal screenings in both Mathematics and Reading multiple times per year. This allows teachers to adjust and monitor for continuous growth. In each grade band, students have time available to engage in various academic interventions if students are not experiencing success.

BEHAVIOR: Studies show that one of the most important behaviors for student success is daily attendance in school. As such, it is our goal to work with families to reduce chronic absenteeism,

utilizing specific interventions based on research to support their needs. Additionally, class participation is an essential component to success in the cyber environment. Similar to our academic supports, we also recognize that students and families benefit from various strategies designed to maximize student success.

Trauma Informed School

Agora understands the importance for schools to realize, recognize, and respond to childhood trauma. Trauma is defined as a psychological distressing event that is outside the range of usual experience. When children experience trauma, such experience may lead to problematic behaviors such as inability to focus, inability to control emotions, or overreacting (or underreacting) to sensory input.

In an effort to prepare all learners to achieve their highest potential, Agora provides faculty and staff appropriate professional learning on the impact of Adverse Childhood Experiences, also known as childhood trauma, as well as how to recognize the signs and symptoms of trauma. Agora works to respond to and integrate knowledge about trauma into school practices to develop resiliency and improve learning outcomes for all children.

Many times, families are not aware of the effects of trauma, or how to react when their child experiences psychologically distressing events involving intense fear, terror, and helplessness. Agora provides resources for parents – including brochures, workshops, and videos – in partnership with the Attachment & Trauma Network, Inc. ("ATN"), to gain a deeper understanding of the impact of trauma in the lives of students. Please see Agora's Trauma-Informed School resources on the website.

Local Assessments

All students, Kindergarten through 12th grade, will complete local benchmark assessments as a part of Agora's universal screening procedure. Universal screening is one of the first steps in the Agora MTSS process as data that can be used to drive instruction and inform initial supports for each student. The initial assessment will be administered at the beginning of the school year or upon enrollment. There will be two additional benchmark windows, one in the winter and one in the spring. Benchmark assessments are used by Agora staff to identify student strengths and areas of need, to ensure students are growing academically, and to assist in instructional decision- making. Benchmark assessments in reading and math may be administered in face-to-face settings.

Throughout each unit of study, teachers will gauge students' mastery of concepts and skills using a variety of formative checks. At the end of each unit of study, students will also take common assessments in their various courses. These assessments are aligned to content standards and the PA Core Standards to identify progress toward mastery of grade level standards. Each of these assessments includes a writing component that allows students to construct their own responses and express their ideas relative to given curricular topics.

Students should take their assessments independently. The purpose of our assessments is to measure growth and to determine what skills a student needs to learn next. Any assistance that is given to help with the assessment may render the results invalid.

ELEMENTARY SCHOOL PROGRAM

The elementary program serves students in Kindergarten through Grade 5. The elementary program is grounded in the belief that all students can thrive in an online environment through a solid partnership between Learning Coaches and staff. In each grade level, students will be exposed to live core content classes.

In addition to live core classes, students participate in live small group support and in asynchronous encore classes including PE/Health, Art, Music and Keyboarding. Students in Grades 3-5 will also engage in a synchronous STEELS encore class throughout the school year. Small group support is designed to meet the needs of each of our learners. Students will be placed into small groups to work on strengthening and refining specific skills.

Students in grades K-5 will be taught by a team of two teachers each day, with each teacher focusing on specific subjects. For example, a 3rd grade student may have one teacher for Math and Science and another for Reading and Social Studies. Agora staff will maintain contact and build relationships with students and families via live online sessions, telephone, face-to-face experiences, conferences, and during face-to-face benchmark assessments and standardized tests.

Grading Policy

Throughout the year, teachers will assign in-class assessments in which students will participate. These assessments, formal and informal, are required to be completed within the time frame established by the teacher. Through review of student work, including assessments and required assignments, teachers will be able to plan their lessons to personalize learning and best meet the needs of their students. All students, asynchronous and synchronous, will be required to complete teacher assigned assessments, classwork, and/or projects throughout the school year to measure academic progress and growth. Assessments will be monitored by Agora staff through the use of microphones and/or webcams to ensure fidelity. A student's failure to complete assigned work will result in a score of zero (0) and may result in the establishment of an academic support plan for such student.

Standards-based grading will be used at the elementary level, based on the progress of students on each standard as demonstrated through assessments, projects, and classwork. Teachers will monitor the completion of coursework throughout each marking period to determine this grade. Students are expected to complete all curriculum coursework that may be assigned during class or for homework.

Students are expected to be actively engaged in live sessions and will receive scores assessing their levels of participation each quarter. Students who fail to complete the curriculum coursework and lack participation in class will be placed on escalation plans. (See Benchmark Assessments)

The following mastery scale will be used to score students:

3) Mastery   80 - 100%
2) Progressing Toward Mastery   50 - 79%
1) Needs Improvement   0 - 49%

Promotion and Retention

Throughout the school year, Pennsylvania grade level standards will be assessed through various measures, including benchmark assessments, as well as formative and diagnostic assessments.

Students will receive a quarterly progress/report card that details their performance as to the grade level standards. For more information on Pennsylvania state standards please go to: https:// www.pdesas.org/Standard/PACore.

It is imperative that all students participate in all assessments, including online assessments, and PSSA testing (if applicable). As their progress is monitored, students are expected to attend small group sessions for additional instructional support, remediation, and acceleration. Promotion or retention decisions will be determined as the cumulative results of the student's progress and achievement for the school year are analyzed at the end of the academic year through collaboration between teachers and the school administrative team. Students in danger of repeating a grade level will be provided a failure warning prior to this occurring. Agora's goal is not to make all children alike, but to foster individual strengths and help each child develop to his or her fullest potential. Please note, if your child is receiving special education services, the learning goals that have been created and recorded on the student's IEP for them will supersede the list of grade level standards, however, assessment on grade level standards may still occur. For more information, see our Student Promotion and Retention Policy.

National Elementary Honor Society

The purpose of Agora's chapter of the National Elementary Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in elementary school students of Agora Cyber Charter School. Membership in this chapter is an honor bestowed upon deserving students by the faculty, and will be based on the criteria of scholarship, service, leadership, and character.

MIDDLE SCHOOL PROGRAM

The Middle School program serves students in Grade 6 through Grade 8. The Middle School administrators, teachers, and staff are committed to creating a learning community where everyone is included, valued, and receives the support to grow. Ensuring that the transition from elementary to high school is challenging yet secure, teachers strive to foster an environment that sees mistakes and failures as temporary. It is through successes and failures that come from taking risks that students learn the important qualities of perseverance, grit, and resiliency. To provide a challenging learning atmosphere, Agora Middle School attempts to meet the individual differences in student skills, interests, backgrounds, and rates of learning. Teachers have a variety of ways to work with the range of skill levels within a class. Agora believes that students succeed best when there is a strong partnership between home and school, a partnership that thrives on communication.

Grading Policy

Graded activities in the Agora middle school-level courses will be assigned points. A student's final grade will reflect the actual points earned compared to the total points possible. Teachers will use these points to assign letter grades according to their grading policies. Families will have continuous access to their student's progress within the learning management system.

Parent/teacher conferences will be scheduled in the fall and early spring to discuss student grades and progress.

A =	90 -100%
B =	80 - 89%
C =	70 - 79%
D =	60 - 69%
F =	59% - below

All graded assignments, whether teacher- or electronically scored, will be given due dates within the courses and will be visible in the Canvas grade book. The consequence of submitting work after the due date is determined by each teacher. Teachers will post their late policies in the courses and communicate and explain such policies to students at the beginning of the courses. **Please note that once an assignment has closed because the due date has passed, students will NOT be able to submit work for a grade unless there are extenuating circumstances, as stated below.**

In the case of documented extenuating circumstances (i.e., technical/medical) where a student is not able to complete/submit work for an extended time (week or more), it is the responsibility of the student and/or learning coach to contact each individual teacher and develop a catch-up plan. In the event of extenuating circumstances occurring in the final weeks of the quarter/semester, an extension may be requested but will require administration review and approval.

Report cards are posted at the end of each quarter in the Sapphire Community Portal. Final grades are calculated at the end of the course. For a year- long course, the course final grade is the average of the quarter grades.

Promotion Policy

Students are promoted to the next grade if they pass all academic subjects.

Principals have the final decision in the promotion/retention of all students in the middle school. For more information see Student Promotion and Retention Policy.

Honor Roll

The Agora Honor Roll is an opportunity to acknowledge student effort and hard work. It also provides students with the incentive to continue to work diligently. Honor Roll status will be determined at the end of each semester and will be identified on the report card.

National Junior Honor Society

The purpose of Agora's chapter of the National Junior Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students of Agora Cyber Charter School. Membership in this chapter is an honor bestowed upon deserving students by the faculty, and will be based on the criteria of scholarship, service, leadership, and character. Candidates eligible for election to this chapter must be members of the 7th, 8th, or 9th grade class for the following school year. Upon meeting the eligibility requirements, candidates will be considered based on their service, leadership, and character.

Candidates will complete the Student Activity Information Form to demonstrate service, leadership, and character. Once selected and inducted, members are expected to maintain the standards by which they were selected and maintain all obligations of membership. Such standards include maintaining a minimum cumulative GPA of 3.0, attending monthly online meetings, and participating in Agora-sponsored events and activities.

HIGH SCHOOL PROGRAM

The High School program serves students in Grade 9 through graduation. High school students have more options in course selection than they may have experienced in middle school. Based upon academic performance and attendance, students also may have the opportunity to apply for asynchronous status, allowing for more flexibility in their learning. The school site features school announcements, messages from the Administration, access to important documents, club and organization information, resources, and courses. Courses consist of multiple units, lessons, and activities. All Agora courses are taught by highly qualified teachers who provide differentiated instruction, practice, exploration, and routine assessment of student learning. Teachers post a syllabus in every course that includes important information related to the course, such as, late work policy, contact information, and materials/resources needed for the course. Teachers will post weekly announcements in the course itself indicating the lessons, activities, and assessments to be completed each week.

Student schedules may vary from day to day, depending on the courses chosen. All general education courses are either semester- or year-long. Most courses (such as World History, LAC I, Earth Science, Algebra I, etc.) meet every day. Some elective courses meet either two or three days a week. Such scheduling is why it is important that each student has a copy of his or her course schedule and checks the personalized schedule every day.

Graduation Requirements

Students must earn a minimum of twenty-two (22) credits in the following content areas, as aligned with the Pennsylvania Academic Standards. Full year courses are worth 1.0 credit; semester-length courses are worth 0.5 credit.

Content Area	Credits Required
Mathematics	3.0
English	4.0
History / Social Studies	3.0
Science	3.0
Humanities / World Language	2.0
Electives	5.0
Physical Education	1.5
Health	0.5

** REQUIREMENTS SET FORTH BY ACT 158 OF 2018 (KEYSTONE EXAM REQUIREMENTS)**
In addition to meeting the above credit requirements, students must complete one of the following pathways:

Keystone Exam Proficient Pathway – Scoring Proficient or Advanced on each Keystone Exam – Algebra 1, Literature, & Biology

Keystone Composite Pathway – Earning a satisfactory composite score on the Algebra 1, Literature, and Biology Keystone Exams by achieving at least a proficient score on one or more of the three exams and no less than a basic score on the remaining two – the satisfactory composite score as determined by PDE is 4452

Alternative Assessment Pathway – Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and one of the following:

- Attainment of an established score on an approved alternative assessment (SAT, PSAT, ACT, ASVAB)
- Attainment of an established score on an AP Exam in the area a student did not score proficient on the Keystone Exam
- Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve a proficient score.

Evidence Based Pathway – Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans include: One of the following:

- Attainment of an established score on the ACT Work Keys Assessment or SAT subject test, an AP Program Exam
- Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework
- Attainment of an industry-recognized credential
- Successful completion of a concurrent enrollment post-secondary course

Two additional pieces of evidence including:

- One or more of the options listed above
- Satisfactory completion of a service-learning project
- Attainment of a score of proficient or advanced on a Keystone Exam
- A letter guaranteeing full-time employment
- Certificate of successful completion of an internship or cooperative education program
- Satisfactory compliance with the NCAA core courses for college-bound student athletes with a minimum GPA of 2.0

Grade-level Placement

Grade-level placement is based solely upon credits earned. Therefore, at the beginning of each school year, all students will be placed in the corresponding grade using the scale below:

9th Grade =	4.99 or less credit earned
10th Grade =	5.00-10.99 credits earned
11th Grade =	11.00- 15.99 credits earned
12th Grade =	16.00 or more credits earned

Grading Policy

Graded activities in the Agora high school-level courses will be assigned points. A student's final grade will reflect the actual points earned, compared to the total points possible. Teachers will use these points to assign letter grades, according to their grading policies. Students and parents/ Learning Coaches can access the current grades for all courses in the course gradebooks at any time during the semester. Grading policies will vary per teacher. Please contact your teacher for specifics.

Graded activities may include online or paper-based worksheets and practice sets, quizzes, exams (e.g., unit, semester, final), threaded discussions, essays, research papers, presentations, and other writing assignments. Teachers will use these points to assign letter grades. Families will have continuous access to their student's progress within the learning management system.

A =	90-100%
B =	80-89%
C =	70-79%
D =	60-69%
F =	Below 60%

Late Work Policy

All graded assignments, whether teacher- or electronically-scored, will be given due dates within the courses and will be visible in the gradebook. The consequences of submitting work after the due date is determined by each teacher. Teachers will post their late policies in the courses and communicate and explain such policies to students at the beginning of the courses.

In the case of documented extenuating circumstances (i.e., technical/medical) where a student is not able to complete/submit work for an extended time (week or more), it is the responsibility of the student and/or learning coach to contact each individual teacher and develop a catch-up plan. In the event of the extenuating circumstances occurring in the final weeks of the quarter/semester, extensions may be requested, but will require administration review and approvals.

Awarding of Extra Credit

Extra credit is awarded at the discretion of the individual teacher. Teachers will post their extra credit policies and opportunities within their individual courses. Extra credit will not be awarded for completion of assigned work. Extra credit may be awarded for work above and beyond regularly assigned work and in the same content area of the course.

Report Cards

Family Coach will meet with the student and Learning Coach to discuss the student progress. Report cards are available electronically at the end of each quarter through the Sapphire Community Portal. Grades are calculated at the end of each quarter. For a year-long course, the cumulative final grade is the average of all four quarters.

National Honor Society

The purpose of Agora's chapter of the National Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students of our school. Membership in this chapter is an honor bestowed upon deserving students by our faculty, and will be based on the criteria of scholarship, service, leadership, and character. Candidates eligible for election to this chapter must be members of the sophomore, junior, or senior class for the following school year with a cumulative minimum GPA of 3.4. Upon meeting the eligibility requirements, candidates will be considered based on their service, leadership, and character.

Candidates for the National Honor Society will complete the Student Activity Information Form to demonstrate service, leadership, and character. A faculty panel will review candidate submissions and make recommendations for induction. Members are expected to maintain the standards by which they were selected and maintain all obligations of membership. Such standards include maintaining a minimum cumulative GPA of 3.4, attending monthly online meetings, and participating in Agora-sponsored events and activities.

NCAA Eligibility

The NCAA Eligibility Center is the arm of the National Collegiate Athletic Association ("NCAA"). The NCAA is the agency responsible for determining academic eligibility and amateurism status for all Division I and II student-athletes. As part of the process of eligibility, high schools must apply and meet rigorous standards in academic courses and student engagement. Agora has been an NCAA-approved school since the 2016-17 school year. Agora's NCAA eligibility code is 393397.

SPECIAL EDUCATION PROGRAM

Agora's Special Education program is robust and comprehensive, providing the full continuum of special education programming to meet the needs of all learners. It includes support and services for students who have a confirmed educational disability under the Individuals with Disabilities Education Act ("IDEA"). Specially designed instruction, accommodations, and a standards-based curriculum are delivered by qualified staff to meet the individual needs of all students. Individual Education Plans ("IEPs") are developed and implemented across all settings. Special Education programming and related services are provided to Agora students at no cost to the parents and guardians.

Commitment to Serve Students

Agora is abundantly committed to the full implementation of the Every Student Succeeds Act ("ESSA") and IDEA. Agora ensures that all enrolled students who are eligible for special education services have full access to curricular offerings. These curricular options are aligned to Pennsylvania State Academic Standards and Alternate Academic Content.

Annual Public Notice of Special Education Services

According to Chapter 711 of Title 22 ("Chapter 711") of the Pennsylvania Code, schools are required to publish and post a notice to parents regarding public awareness activities sufficient to inform parents of the school's available special education services and programs and how to request those services and programs, as well, as systematic screening activities that lead to the identification, location, and evaluation of children with disabilities enrolled in the Charter School. Please go to our website to review the Annual Public Notice for the current school year.

IDEA Statement

It is mandated in the 2004 Amendments to IDEA that every school district in the country develop a system to identify children (from birth through age 21) with disabilities who live in that district. In accordance with all federal regulations and state standards, Agora will make a concerted effort to identify, locate, and evaluate children through 21 years of age who enroll in Agora and have a confirmed or suspected disability. It is required by law that procedural safeguards are provided to children with disabilities and their parents/guardians. Such procedural safeguards are required throughout the identification, evaluation, and placement process to ensure that students receive a free appropriate public education.

Procedural Safeguards are a vital component of IDEA's requirements. The safeguards represent guarantees for parents and their child with disabilities and offer both school and parents a variety of options for resolving disagreements.

Child Find

Child Find is an essential element of IDEA. It requires states to identify, locate, and evaluate all children with disabilities from birth to the day before their 22nd birthday as a means to implement early intervention or special education services. Agora's responsibility for its students is to help identify children who may have health, learning, or developmental needs as early as possible.

Screening

Agora routinely screens and monitors students. Such screening and monitoring includes reviewing and analyzing educational data for any academic, behavioral, or functional difficulties that may impact student achievement. All data is considered prior to making a determination for a referral to the multidisciplinary evaluation.

Requests for Multidisciplinary Evaluation

Requests for evaluations may be submitted at any time. Upon receipt of a verbal or written request for a multidisciplinary evaluation, Agora will respond to the request within ten calendar days. The need for an evaluation is determined upon a thorough review of all data related to the concern and any impact on student learning and functional performance. Parent involvement is a required component throughout this evaluation process. For information on this evaluation process, please contact Agora's Psychological Services Coordinator.

Pertinent information regarding the student's educational performance is collected from available records, and input from parents, instructional staff, support staff, and qualified evaluators. All comprehensive information is utilized to develop an Evaluation Report ("ER") and to determine whether a student presents with an educational disability and requires specially designed instruction. All information collected is confidential and is protected in accordance with state and federal laws and by the school's policy on confidentiality of student records. There are 13 categories of special education as defined by IDEA. Eligibility is determined within evaluation reports. Qualification in the evaluation report must include one or more of the following disability categories.

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech & Language Impairment
- Traumatic Brain Injury
- Visual Impairment, including Blindness

Graduation Ceremony Participation

Students in special education may choose which year they would prefer to walk in graduation. They may choose to walk with their four-year or higher cohort class but may only walk one time.

Gifted Education Program

Agora's Gifted Education Program is comprehensive and includes supports and standards-based instruction by qualified staff designed to meet the individual needs of each student identified as "mentally gifted". Gifted Individual Education plans (GIEPs) are developed and implemented across all settings. For students who are identified as having dual exceptionalities (identified with both a disability and giftedness), Individual Educational Plans (IEPs) are developed to include gifted support.

Commitment to Serve Students

Agora is committed to the full implementation of Title 22 Pa. Code Chapter 16 as it relates to identifying and providing services and supports for Gifted students. Agora ensures that all enrolled students who are eligible for Gifted Services have full access to curricular offerings and enrichment that are aligned to Pennsylvania State Academic Standards at no cost to families.

Annual Public Notice of Gifted Education Services

Section 24 P.S. § 17-1749-A(b)(3.1) of the Pennsylvania Code, schools are required to publish and post a notice to parents regarding public awareness activities sufficient to inform parents of the school's available gifted education services and programs and how to request those services and programs, as well, as systematic screening activities that lead to the identification, location, and evaluation of gifted children enrolled in the Charter School.

Title 22 Pa. Code Chapter 16 (related to Special Education for Gifted Students)
Section 24 P.S. § 17-1749-A(b)(3.1) mandates that Cyber Charter School is subject to 22 Pa. Code Chater 16 (relating to special education for gifted students).
Notice of Parental Rights regulations describes parents' rights and the procedures that safeguard their rights as found in Chapter 16 of the State Board of Education's Regulations (22 Pa Code). This Notice also offers both school and parents a variety of options for resolving disagreements.

Screening

Agora routinely screens and monitors students. Such screening and monitoring includes reviewing and analyzing educational data for any academic, behavioral, or functional indicators of giftedness. All data is considered prior to making a determination for a referral to the gifted multidisciplinary evaluation.

Requests for Gifted Multidisciplinary Evaluation

Agora's Gifted Multi-Disciplinary Evaluation (GMDE) is completed to determine the student's eligibility as a mentally gifted person. The GMDE will be conducted by a certified school psychologist within 60 calendar days, excluding summer months.

Agora will obtain written permission to evaluate from the parent/guardian for a gifted evaluation. The initial evaluation shall be completed and a copy of the evaluation report presented to the parents no later than 60 calendar days after the agency receives written parental consent for

evaluation or receives an order of a court or hearing officer to conduct a multidisciplinary evaluation, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term may not be counted. Parent involvement is a required component throughout this evaluation process. Pertinent information regarding the student's educational performance is collected from available records, and input from parents, instructional staff, support staff, and qualified evaluators. All comprehensive information is utilized to develop a Gifted Written Report ("GWR") and to determine whether a student is Gifted and requires specially designed instruction. All information collected is confidential and is protected in accordance with state and federal laws and by the school's policy on confidentiality of student records. Eligibility is determined within GWRs.

ATTENDANCE

Daily attendance is a critical part of all students' success and commitment to learning. At Agora, our students are expected to log in to the online school and attend all required online sessions. Positive attendance habits in school translate to positive attendance habits in life. We know parents want their students to be successful. Attending school is a great start to students being successful in life. Positive school attendance correlates to higher academic achievement. Regardless of the reason, when students miss school, they miss opportunities to learn. These missed opportunities can have a negative impact on students' academic growth.

Below are a few facts about school attendance:

- Starting in kindergarten, absences can cause students to fall behind in school.
- Missing 10% (or 18 days per school year) can make it harder to read and learn new skills.
- Students who miss less than 5% of their required school days typically reach higher levels of academic achievement.
- Students who miss 10% or more of their required school days (2 days or more per month) are designated as chronically absent and are at risk of failure, dropping out of high school, and scoring lower on tests than students who miss fewer school days.
- Being late to sessions can lead to poor attendance.
- Each week of absence per semester in the 9th grade lowers the likelihood of graduating by 25%.

It is critical that students develop good attendance habits at a young age to maintain those habits as they get older. Research shows:

- Students with positive attendance in kindergarten and 1st grade are much more likely to read at grade level by the end of 3rd grade.
- By 6th grade, positive attendance is a proven early sign for students less at-risk for dropping out of school.
- By 9th grade, good attendance can predict graduation rates better than 8th grade test scores.

Chronic absenteeism:

All absences from school are missed opportunities for learning. Chronic absenteeism is defined as missing 10% or more school days. This includes excused and unexcused absences. Absences can add up quickly. A student is chronically absent if he or she misses just two days every month. There are 180 school days in Agora's academic calendar, therefore missing 18 school days would equal 10% of the school year.

Parents play a vital role in their student maintaining a positive attendance record. Students should only miss school when truly sick; minor symptoms should not interfere with daily attendance. Parents and/or students should:

- Attend school every day!
- Discuss the importance of regular attendance
- Monitor and track daily attendance in the Sapphire portal
- Schedule appointments around the school schedule
- Take vacations only when school is not in session
- Log in and attend all required virtual sessions and live testing events
- Be on time or early for all required sessions and testing events
- Have a back-up plan should connectivity issues arise
- Respond immediately to attendance alerts that come from the school (i.e., phone calls and email messages). Excuses should be submitted within 3 days of the absence. If a parent feels the notice was received in error, the family coach should be contacted as well as a submission made via the Sapphire portal.
- Follow Agora's academic calendar found on the school website

The chart below helps to demonstrate a student's risk of being chronically absent.

Not At Risk For Chronic Absence	At Risk for Chronic Absence	Moderate Chronic Absence	Severe Chronic Absence
Missing 5% or less (9 days or less)	Missing 6-9% (10 – 17 days)	Missing 10 -19% (18- 35 days)	Missing 20% or more (36 or more days)

Research shows that the more students attend school, the more academic success they achieve. To be successful, students must attend school.

Agora's Attendance Team created a reference manual which can be located on Classlink. Attend Today, Achieve Tomorrow is a guide provided to parents and students with essential information regarding attendance at Agora Cyber Charter School.

Attendance Report Card:

The Attendance Report Card is designed to inform parents and students of their daily attendance rate as well as the number and type of absences a student has accumulated throughout the school year.

The purpose of this type of report card is to bring attention to a student's attendance and to help a parent and their student create a plan for the student to attend school every day. Attendance Report Cards will be sent to students via school email at each mid-quarter point and at the end of each quarter.

Attendance Certificates

Attendance certificates are sent after the end of each quarter to students who have achieved:
- Perfect Attendance – attended 100% of school days
- Great Attendance – attended 95 – 99% of school days
- Improved Attendance – improved attendance from the previous marking period

Since attendance is a priority in preparing students for success in school and life, Agora encourages parents to take the following pledge:

Parent Attendance Pledge:

- I will make attending school every day a priority.
- I will keep track of my student's attendance and absences.
- I will have my student set an alarm for _____ a.m.
- I will have my student attend school every day unless he or she is truly sick with a temperature of 100 degrees or more.
- I will find a relative, friend, or neighbor who will allow my student to use their internet if my internet is disabled.
- If my student is absent, I will send an excuse to the attendance office through the Sapphire Parent Portal.
- I will read and respond to my emails, texts, and calls from school staff every day.
- I will post the school calendar in an area visible to my student and me.
- I will set up medical and dental appointments for weekdays after school. If I must make a medical appointment during the school day, I will have my student attend school for the majority of the day.
- When I am struggling with a challenge that is keeping my student from school, I will confide in an adult at school and seek help.

Attendance Policy and Attendance System

Procedure Provision
Agora Cyber Charter School is responsible for enforcing the compulsory school attendance laws of the Commonwealth of Pennsylvania and for properly recording student attendance and maintaining student records. The Agora attendance policy is designed to promote maximum achievement, develop time management skills, and foster success in the online environment.

Key Definitions

- Synchronous Student Attendance - Teachers capture period attendance in Student Information System for all grade levels.
- Asynchronous Student Attendance – Systems capture student login.

Procedures

- All students are synchronous unless designated otherwise.
- Synchronous students are expected to attend all scheduled and required virtual sessions. During this time, teachers will have daily interaction with students in a classroom environment and small group sessions, to learn about the students' strengths and challenges to ensure that the students have obtained the skill set to be effective online learners.
- Virtual Class Attendance - To be marked present in a class, students are required to be in the virtual session until dismissed by the instructor.
- Daily Attendance - Students will only be considered present for the school day when they are counted as present for a minimum of two-thirds of all required virtual sessions. Asynchronous students are expected to log in to online coursework each school day before 11:59 PM. Asynchronous students are encouraged to attend virtual sessions daily.
- Process for Attendance Monitoring - Students are required to follow the charter school calendar, which includes at least 180 school days. Attendance only occurs on "school days" as listed on the school calendar. A student will need to log in to sessions each school day to be counted present.

Truancy

A child is "truant" if they have three (3) or more school days of unexcused absence during the current school year. An unexcused absence is any absence from school without an acceptable excuse, or without any reason at all. An unexcused absence also includes any student who leaves class without the teacher's permission. An out of school suspension shall be considered an excused absence.

A child is "habitually truant" if they have six(6) or more school days of unexcused absences during the current school year. A child is not considered truant if he/she is absent from school due to not meeting the immunization, exemption, or provisional admission requirements of the Department of Health, at 28 Pa. Code Chapter 23, Subchapter C (relating to immunization), or the student has not received from the Chief Executive Officer ("CEO") or his/her designee a medical or religious exemption from immunization under 28 Pa. Code § 23.84 (relating to exemption from immunization). 22 Pa. Code. Chapter 11.20.

When a child demonstrates truant behavior, the Charter School will schedule a school/family conference to discuss the cause of the child's truancy and develop a mutually agreed upon Attendance Improvement Plan to resolve truant behavior. The plan can include a myriad of options for the elimination of truancy that are mutually agreed upon by the participants. For the first and second unexcused absences, the Charter School will send the parent/guardian a notice of the unexcused absence and include a copy of the legal penalties for violation of compulsory attendance requirements. In addition to stating the legal consequences, the name and telephone number of a school contact person will be included.

For the third unexcused absence, the Charter School will send the parent/guardian notice that the child has been truant by certified mail within 10 school days of the child's third unexcused absence. This notice shall 1) include a description of the consequences that will follow if the child becomes habitually truant in the future; 2) will be in the mode and language of communication preferred by the person in parental relation; and 3) include the offer of an Attendance Improvement Conference.

Habitually truant (accumulates 6 unexcused absences):
- **Accumulates 6 unexcused absences**: The Charter School may refer the child to a school-based or community-based attendance improvement program.

- **Accumulates 15 unexcused absences**: The Charter School may refer the child to the county children and youth services agency ("CYS") for services or possible disposition as a dependent child under the Juvenile Act.

- **Accumulates 20 unexcused absences under fifteen (15) years of age**: The Charter School may file a citation against the parent/guardian of a habitually truant child under fifteen (15) years of age in a magisterial district court. The venue for filing the citation shall be in the magisterial district court based on the location of the child's residence.

- **Accumulates 20 unexcused absences fifteen (15) years of age and older**: The Charter School may file a citation against the student or parent/guardian in the appropriate magisterial district court. The venue for filing the citation shall be in the magisterial district court based on the location of the child's residence.

Unexcused absences over 20 could result in additional citations being filed, unless otherwise ordered from a magisterial district court judge. The Charter School reserves the right, when the circumstances warrant and consistent with all applicable laws, to notify CYS of truant behavior whenever the Charter School deems it to be necessary. In all cases, regardless of age, where the Charter School refers a habitually truant child to a magisterial district court or CYS, the Charter School will provide verification that it convened and held an Attendance Improvement Conference.

Students who are absent from school for ten (10) or more consecutive days without appropriate documentation will be removed from the Charter School's rolls unless one of the following occurs:

- Evidence that the absence may be legally excused has been provided
- Compulsory attendance prosecution has been or is being pursued

The Charter School will report unexcused absences directly to PDE through the Pennsylvania Information Management System ("PIMS").

Children habitually truant from school while subject to compulsory school attendance are assessed to determine if there is a need for general protective services. Children will not be referred to the county children and youth agency for assessment as possibly needing services until after the Charter School has made a formal effort to involve the family and child in resolving the cause of the truant behavior. For more information, see our truancy policy.

School Attendance Improvement Conference ("SAIC") School Attendance Improvement Conference and the School Attendance Improvement Plan ("SAIP")

A SAIC is a conference where the child's absences and reasons for the absences are examined in order to improve attendance, with or without additional services. All of the following individuals must be invited to the conference:
 1. The child
 2. The child's person in parental relation
 3. Other individuals identified by the person in parental relation who may be a resource
 4. Appropriate school personnel
 5. Recommended service providers

There is no legal requirement for either the child or person in parental relation to attend a SAIC. However, schools and nonpublic schools should make every attempt to conduct the SAIC with the person in parental relationship present.

The school or nonpublic school must hold the SAIC conference even if the person in parental relation declines to participate or fails to attend after the school or nonpublic school provides advance written notice and makes attempts to communicate with the individual via telephone. Additionally, the school or nonpublic school must invite recommended service providers to the

SAIC. However, the SAIC shall not be delayed pending a response from the service provider(s).

The school or nonpublic school must document the outcome of any SAIC in a written school attendance improvement plan (SAIP). The SAIP should include accessing academic and social/health supports from the school and community organizations, an outline of family/parent and student responsibilities, and levels of performance monitoring that include rewards and consequences. School and nonpublic schools must use the School Attendance Improvement Plan Form created by PDE or a similar form to document the SAIP.

The Board of Trustees directs the CEO or designee to work with the Charter School's Family Coaches to implement a plan of action that includes but not limited to:

- Sharing and reviewing the Charter School's policy on attendance and student responsibilities with students and families;
- Contacting a child's legal guardian upon the student's absence from school
- Meeting individually with students to discuss reason(s) for absence
- Making appropriate referrals

The Attendance Improvement Conference engages participants involved in the child's life to explore viable solutions to increase the child's attendance. Maintaining open communication between the child and adults will facilitate positive outcomes.

The purpose of the Attendance Improvement Conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to ensure regular attendance. Issues to be addressed at the Attendance Improvement Conference will include but not be limited to:

- Appropriateness of the child's educational environment;
- Possible elements of the school environment that inhibit student success; Child's current academic level and needs;
- Social, emotional, physical, mental and behavioral health issues; Issues concerning family and home environment and;
- Any other issues affecting the child's attendance.

The participants in the Attendance Improvement Conference should work collaboratively to conduct a holistic assessment to determine the reason(s) the child is exhibiting truant behavior. Every member should have a vested interest in and responsibility for determining an appropriate plan to assist the child to succeed both socially and academically. This Attendance Improvement Conference also ensures that both the child and the family understand the legal ramifications of not adhering to the state's compulsory attendance requirements.

Excuse Notes for Absence

In order for an absence to be considered as excused, a parent or legal guardian must submit a written explanation or medical excuse that includes the student's name, the date of the absence, and the reason for the absence within 3 days of notification. The legal guardian must complete the attendance excuse submission form through their Sapphire Parent Portal.

The school-appointed designee may excuse a student's absence from school for the following reasons only:

- Student Illness (medical excuse required for 3 or more consecutive days)
- Death in the Immediate Family
- Religious Holidays (24-hour advance request only)
- Educational Tour/Trip in which form is submitted and approved by the Attendance Office five (5) days in advance
- Technical issues (K12 Technical Support ticket numbers needed)

A maximum of ten (10) days of absences (excused and illness excused) verified by parental notification may be permitted per school year. All absences beyond ten cumulative days require an excuse from a physician or ticket of technical difficulties for each additional absence in order to be marked as an excused absence (PA Code Chapter 11, Student Attendance, § 11.41).

Technological Excuse

This includes issues related to school-issued computer technical issues. Students who are unable to login to school at home must have an alternate plan with computer access to do their schoolwork. If a student does not have an alternate plan and cannot go to a public library or other location for computer access, the legal guardian must notify the Family Coach and submit an excuse through the Sapphire Parent Portal to detail the reason for the absence.

Legal guardians of students who are absent due to technical difficulties related to their school-issued computer must submit a technical support ticket number obtained from Stride/K12.

Power Outage Excuse

This includes issues related to no internet access and power outages. Students who are unable to login to school due to a power outage at home must have an alternative plan to access a computer to do their schoolwork. If a student does not have a backup plan and cannot go to a public library or other location with internet access, the student must notify the Family Coach to provide a reason for the absence. Once power/internet access has been restored, the legal guardian must submit an excuse through the Sapphire Parent Portal.

Educational Leave

Pupils may be excused for educational trips not sponsored by the school according to Section 11.26, Ch. 11 of the Pennsylvania State Board of Education Regulations. Please understand that it shall be the applicant's responsibility to contact the Attendance Office to determine what obligations must be met as a result of this proposed absence. Further understand that:

- The request should be submitted and approved by the Attendance Office 5 days prior to the trip using the Educational Request Form in the Sapphire Parent Portal.

- No more than ten (10) days of absence will be approved for the school year.

- All Trip Requests are subject to principal approval.

- Trip Requests for dates that occur within the first or last 10 days of the school year will require the principal's approval.

- Experiences such as "Long Weekends" and "Vacations" will not justify any request.

- All information requested on the form must be complete. It is the legal guardian's responsibility to contact teachers to create a plan to complete work that is missed during the trip.

- Requests will not be approved for time off:

    o during the state testing window

    o if the student has been identified as truant

    o if the student is failing multiple courses at the time of the request

Reinstatement

Students who have been withdrawn previously have the ability to be reinstated as students of Agora Cyber Charter School with the exception of students who have been expelled, until the period of expulsion is completed. Any student who voluntarily withdraws during the school year while in truancy proceedings will continue with the plan that was in place prior to withdrawal.

Family-Initiated - Previously attended Agora and would like to return.
- Contact 1-844-402-4672, select Enrollment #3
- Provide updated compliancy documents

Compliancy-Related - Student was previously withdrawn due to compliance issues including but not limited to residency, immunizations, PDE required documents.
- Contact 1-844-402-4672
- Provide updated compliancy documents
- Attend face-to-face reinstatement meeting (when applicable)
- Unannounced home visit will be required for all residency concerns (when applicable)
- Complete written reinstatement plan in collaboration with family and school staff (when applicable)

Truancy-Related - Students who have been withdrawn for 10 consecutive, unexcused absences.

- Contact 1-844-402-4672
- Provide updated compliancy documents
- Attend reinstatement meeting (this may require a face-to-face meeting)
  - 1st Reinstatement Request - attend 1:1 meeting with Agora staff person
  - 2nd Reinstatement Request – attend 1:1 meeting with an administrator
  - 3rd Reinstatement Request - attend meeting at Agora's main office with building principal and Chief Academic Officer ("CAO") at the main office
- Unannounced home visit may be required
- Complete written reinstatement plan in collaboration with family and school staff

WELLNESS CHECKS

Act 55 of 2024 requires that cyber charter schools in Pennsylvania conduct wellness checks on students at least once per week. These checks must involve real-time **observation and communication** between the student and a school representative, either in person or electronically. This ensures the student's well-being and verifies their participation in the educational program.

If any signs or abuse, neglect, or harm are observed, mandatory reporting to child protective services is required, according to Act 55.

This law applies to all cyber school students in Pennsylvania.

Agora teachers and family coaches will conduct wellness checks during live sessions daily by providing opportunities for students to interact with their peers and adults using webcams, microphones, and chat. Students can also fulfill this requirement by attending in person events such as Agora Days Out and state testing.

Students who are not verified by electronic means by being seen on webcam and communicating on microphone or chat will be required to attend in person meetings with an Agora representative. Failure to comply with this requirement may result in involvement of outside agencies.

TECHNOLOGY SUPPORT

Depending on the technological issue, support is provided by either Stride, Inc. or by Agora directly.

If you have a technical issue, please start by contacting Stride Customer Care and Technical Support first.

Stride Customer Care and Technical Support
Stride technical support and troubleshooting will be provided for the following items:
- Stride provided laptop and printer
- Stride Applications, Canvas and PowerSchool
- ClassLink and Sapphire Support

Please Contact: 855-412-3712

Stride Customer Care and Technical Support Hours of Operation:
Monday – Friday   8:00 a.m. – 8:00 p.m. EST

- If an issue cannot be resolved, a technician may request a replacement device be sent to the student's home shipping address.
- The broken laptop must be returned to Stride within **10 business days**, using the original laptop box.
- Stride will provide the return shipping label.
- Stride support website for additional support and information:
  - https://www.help.k12.com/s/article/The-Agora-Support-Corner

The Agora Technical Support Desk
Issues regarding the following items may be relayed to the Agora Support Desk:
- Special Education Assistive Technology ("AT") equipment

The Agora Technical Support Desk Hours of Operation:
Monday - Friday 7:30 a.m. - 4:00 p.m. EST (*except on designated holidays)

Please Contact:
Email us: support@agora.org
Visit us on the web: https://support.agora.org

Please note: When contacting Stride Customer Care and Technical Support or The Agora Technical Support Desk, please be prepared to provide the name of your assigned Family Coach for verification.

Web-Based Classroom

Agora's virtual classroom uses Engageli online virtual classroom. This web-based tool is built for online instruction – helping remote instructors and teachers engage with their students effectively. This platform uses a high quality, real time audio and video tools with an easy-to-use interface and a whole suite of tools that helps students engage in the learning process. The platform allows the teacher to share documents, presentations, and their screen.

Single Sign-on ("SSO"): ClassLink

All Agora Cyber Charter School students can access their school resources via ClassLink!

Single Sign On is available at: https://classlink.agora.org. Logging in to ClassLink! is the method for students to access all Stride, Sapphire, and other Agora resources located on the web. This tool enables students to enter their password one time and no longer remember the long list of passwords as this is a Single Sign On solution that will remember and authenticate users for secure access to the resources needed.

Computer and Equipment Returns

If a student leaves Agora during the school year, the parent is responsible for returning all Stride and Agora-issued computer equipment. Upon withdrawal, families will be sent UPS stickers for returns. Parents are responsible for safely packing equipment in the original boxes and taking them to a UPS shipping location. Parents will be billed for unreturned school materials.

- Questions regarding the return of Agora material and equipment from school year 2024-25 should be sent by email to computerreturns@agora.org or by phone to (610) 230-2361.
- Questions regarding the return of all other equipment and material should be directed to Stride Customer Care and Technical Support at 855.412.3712.

STUDENT BEHAVIOR & CONSEQUENCES

Academic Dishonesty

Students are expected to maintain the highest standards of honesty in their work. Violations include but are not limited to: copying work from another person, plagiarizing work of another, the improper use of artificial intelligence (AI) to complete work*, using answer keys provided for Learning Coach, submitting work that was completed by another person, including Learning Coach, copying work from internet sources without proper citations, forging notes, or sharing test questions and answers with others.

If a student does not meet the academic honesty expectation, the teacher will have a conversation with the student to express concerns and provide concrete examples of dishonesty and may require student to redo the assignment for a reduced grade, after remediation in the appropriate areas. If behavior continues, or found to be a repeatable offense, additional consequences may also include holding a disciplinary meeting with parents/guardians, student and staff members, assignments receive a zero (0), and up to suspension of the student if above interventions are not effective.

*Artificial intelligence or AI is a newer technology that, when used properly, allows students to enhance their learning. This is an evolving technology that Agora is monitoring closely. Further updates regarding the use and misuse of AI may be forthcoming.

Abuse of Computers/Internet Privileges

Students shall respect the computer privileges granted to them. Violations include: giving his/her password to another individual or using another individual's account; illegally downloading or uploading copyrighted materials from the internet; visiting sites on the internet that contain sexually explicit material; harming or destroying data of another student or person, the internet or other networks; creating, downloading, or uploading computer viruses; and/or violating any rule outlined in the Acceptable Use Policy.

If a student does not meet this expectation, possible consequences may include discussion of incident with student; holding a disciplinary meeting with parents/guardians, student, and staff; and depending on degree or frequency of offense, may include suspension from school.

In addition to the above measures, students will be required to pay full restitution for acts of deliberate damage or graffiti. Costs for damage to school property will include labor, materials, consulting fees, and other costs associated with replacing or restoring the damaged property.

Interaction with School Staff

Students shall interact with family coaches and teachers and keep lines of communication open, participate in home visit/face-to-face meetings as requested, and communicate with Family Coach and teachers about progress.

If a student does not meet this expectation, consequences may include a disciplinary meeting with parents/guardians, student, and staff members. If non-compliance or lack of communication continues, it may lead to truancy, a meeting with Parents/Guardians, student, and staff to develop a SAIP, referral to a community-based attendance improvement program, referral to the county and youth agency, or a citation for habitual truancy.

Disruption of Class Sessions and other School-Sponsored Events

Students are required to act in a respectful manner toward all members of the school and shall not disrupt any education or school-related program. Infractions include a student failing to obey directions, calling out or using inappropriate or offensive language in live session such as cursing, using vulgar or offensive language, sending or forwarding offensive sexually-oriented or threatening messages, pictures or symbols of an offensive nature that may violate Title IX. It also includes behavior at in-person events, inappropriate use of cell phones, or failure to attend class without a valid excuse.

Misuse of tools including webcam, microphone, chat, profile/avatar, and other class tools may also constitute disruption of class sessions.

If a student does not meet this expectation, consequences may include discussion of incident with student, holding a disciplinary meeting with parents/guardians, student, and staff members, suspending the student from school privileges up to a maximum of 10 days, and/or suspension from school. Depending on the severity of degree of offense and/or frequency, the student may be subject to immediate recommendation for expulsion.

Harassment and Bullying

Students shall not harass members of the school community nor communicate, directly or indirectly, any threat to another member of the school community that places the person in fear of injury, pain, or ridicule. Serious threats to life or safety are included in the Anti-Bullying, Anti-Cyber- Bullying Policy, Anti- Harassment, and Title IX Policy. A student violates this by demanding sexual favors, threatening, intimidating or creating a hostile environment because of someone's gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status, and/or political beliefs. Examples of this behavior include, but are not limited to, physical (hitting, kicking, pushing, shoving, getting another person to hurt someone), verbal (racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumors), and non-verbal (obscene gestures, isolation, exclusion, stalking, cyber-bullying).

If a student commits this infraction, possible consequences may include: discussion of incident with student; holding a disciplinary meeting with parents/guardians, student and staff; and, depending on degree or frequency of offense, may include up to suspension of the student from school and/or may be subject to recommendation for expulsion depending on the facts of the situation. Explicit threats may also be reported to local police authorities and students may be required to provide documentation stating they are able to return to school and are not a risk to harm self or others.

Dress Code

When students are on camera, and at in-person events, such as, but not limited to, Agora Days Out ("ADO") events and state-testing, students are required to dress in accordance with the following standards: pants must be worn on the waist so no undergarments are showing; no halter tops, strapless garments, or garments revealing midriff are to be worn; no garments that reveal undergarments or that are see-through may be worn; no hats, stocking caps, doo rags, or bandanas may be worn inside buildings; nor clothing that has profanity, offensive slogans or encourages drug use may be worn. Jeans and pants with rips and tears are acceptable as long as the rips are located below the knee. Rips and tears above the knee are only acceptable if skin is NOT showing. Yoga pants and leggings are acceptable but cannot be sheer or see through.

If a student does not meet this expectation, possible consequences may include holding a disciplinary meeting with parents/guardians, student, and staff members; denial of admission to school event/activity; suspension of student from school privileges and/ or suspension from school, depending on degree or frequency of infraction.

Fighting

Students shall refrain from mutual confrontations involving physical contact with any members of the school community.

If a student commits this infraction, possible consequences may include a discussion of the incident with the student; holding a disciplinary meeting with parents/guardians, student, and staff members; suspending the student from school privileges; and due to the degree or frequency of the offense, may lead to suspension of the student from school.

Possession of Weapons

Students shall not possess any weapon, which is defined as any object that, by design, use, intended use, or brandishing could cause bodily harm or property damage or could intimidate other persons. A student violates this rule even if he/she did not intend to use such thing as a weapon at any school functions. For more information, see our Anti-Weapons Policy.

If student violates this policy, an expulsion hearing will be conducted, and local police authorities will be informed.

Violation of Federal/State/Local Laws

An act in violation of a local, state or federal law, including but not limited to: assault, aggravated assault, arson, possession/sale of controlled substances, and/or pornography, hazing, theft, robbery, terroristic threats, whether written, verbal, or cyber in nature.

If any federal/state/local law is violated, the consequences may include suspension of the student up to 10 days and recommendation for expulsion at a formal hearing; and reporting the incident to appropriate law enforcement.

Possession of Tobacco Products

A student may not possess or use any tobacco product, cigarette lighters, e-cigarettes, matches, rolling papers, pipes, or other such paraphernalia at any school functions.

If a student commits this infraction, possible consequences may include: discussion of the incident with the student; holding a disciplinary meeting with parents/guardians, student, and staff, and possibly make Student Assistance Program ("SAP") referral; and depending on degree or frequency of violation, may include up to suspension of the student from school.

Possession of Drugs and Alcohol

Students shall not have, use, or be under the influence of any alcohol, drugs, or unauthorized prescription or nonprescription medication at any school functions. For more information, see our Controlled Substance Policy.

If a student commits this infraction, possible consequences may include: discussion of incident with the student, holding a disciplinary meeting with parents/guardians, student, and staff; referral to the SAP Team; and based on degree or frequency of violation, possible suspension of the student from school or be subject to recommendation for expulsion; and follow up with the SAP Team to get intervention measures in place and reporting the incident to law enforcement, depending on the nature and details of the offense.

Search and Seizure

To maintain order and discipline at school functions and protect the safety and welfare of students and school personnel, school authorities may search a student, student's belongings or student automobile in certain circumstances, and may seize any illegal or unauthorized materials discovered during the search. More specifically, the CEO or his/her designee may inspect a student's storage space or automobile when there is a reasonable suspicion to believe that any are being improperly used for the storage of contraband, a substance, or object the possession of which is illegal or any material which poses a hazard to the safety, sanitation, and good order of the School community.

A student's person and possessions may be searched by the CEO and/or his representative provided that the individual has reasonable grounds to suspect that the search will turn up evidence that the student had violated or is violating either the law or the rules of the School. Prior to a search of storage space or automobile, students shall be notified and given an opportunity to be present for such search. When school authorities have a reasonable suspicion that the storage area or automobile contains materials that pose a threat to the health, welfare, or safety of students in the school, these areas may be searched without prior warning.

Any illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary hearing or proceeding and may be turned over to law enforcement authorities.

Social Media Engagement for Students and Parents

Agora utilizes a variety of social media channels (such as Facebook, X, Instagram, YouTube) to promote our school and share information. These channels are not intended to replace a student's family coach, teacher, school counselor, or any other Agora staff members, nor are such instances meant to be a forum to file complaints. It is Agora's hope that social media will be a positive experience for all involved. By posting to Agora's social media or by posting about our school, students and legal guardians agree to the following Code of Conduct:

- **Be Yourself:** Students and parents should use their real names and photographs when creating a Facebook page. Students and parents should welcome new students and families to Agora's digital community just as students would welcome new friends into their homes.

- **Be Respectful:** Students should treat one another with civility and respect. Avoid personal attacks, slurs, and profanity in all student interactions. Agora understands that sometimes a topic can be very emotional. Please consider how others will view or react to posts before posting.

- **Be Social**: Agora's social media shares experiences, successes, and stories related to Agora and the many opportunities provided to Agora learners in achieving their highest potential. Agora forbids anyone to sell products, services, or tickets to an event or other products, or for GoFundMe or other solicitations.

- **Be Confidential:** Students should NEVER post personal information about the student, family, or friends that such students wouldn't want broadcast to the world. Posting ANY information regarding other parents' children (without specific permission from their parent) will result in an immediate ban, and the possibility of further action. Do not post the names of Agora teachers, staff, and/or Board of Trustees members. This is not the forum for such topics and violations of this rule could result in removal and/or banning from the group. Please keep in mind that Agora communities, although private pages, are still public spaces, so do not post anything that everyone in the group cannot see.

Opinions expressed in comments are the personal opinions of the authors, not of Agora Cyber Charter School. Posts made to the Agora social media accounts are subject to removal at any time, and are subject to review and/or termination at any time, at the discretion of the Administrators and Operators. For more information see our [Social Media Code of Conduct Policy.](#)

Code of Conduct in Virtual Classroom Platform

- Arrive promptly at the scheduled time for the session.
- If logging in using a participant link, students must use first and last names or students may be removed from the session.
- Students shold expect to fully engage in the lesson, including using camera, microphone, chat, and other tools throughout the class
- Tools and microphone privileges will be assigned at the discretion of the teacher.
- Direct messaging conversations should be limited to the content of the lesson.
- Respectful and courteous behavior toward others is expected at all times.
- Each student needs to login to a session individually. Please bear in mind that individual teachers may have expectations that are specific to their classrooms.
- Keep comments and questions specific to the lesson.
- Classroom sessions are routinely recorded.
- Cameras may be required for related services as appropriate

In the event of one of the following reasons, it may be acceptable to remove a particular student from a session and then to contact the teacher by phone or email:

- offensive behavior by others in the session
- illness (if parents must remove a child from a virtual session due to illness, please email or call the teacher to discuss the situation)
- concerns about content or questions of the lesson

Because the lessons are student-centered, only students should be logged in and using the participant tools during the sessions.

Parents are asked to refrain from providing direct assistance to their child, such as providing answers to problems, during online class sessions. The goal of this instructional time is for the child to become an independent learner and critical thinker. Parents who wish to communicate with teachers should do so outside of live class sessions.

GENERAL INFORMATION

Agora Days Out (ADO & Events)

Family Coaches and other staff arrange a variety of educational and social events for students and families. These events provide opportunities to meet staff, make new friends, and talk with fellow parents about school. All events can be found listed in ClassLink and will be communicated via Parent Square and the student's email so that families can plan accordingly. Siblings and friends are welcome to attend as well.

Attendance is taken at each event. Attendance at events does not excuse students from assignment due dates. Students are responsible for all work due on the days of events. All students are expected to adhere to the student code of conduct and follow the school dress code.

Parents, or adults they specify, are responsible for supervising children at all times during events. Parents are responsible for transportation and any other applicable fees. Fees are often negotiated at a reduced rate for our school. Students with excessive unexcused absences, who are not in good academic standing, or who are not properly immunized may be excluded from participating in school events. For more information see our Field Trip and Agora Day Out ("ADO") Policy.

Flag Salute, Pledge of Allegiance and Opening Exercises

A student may refuse to recite the Pledge of Allegiance or salute the flag based on the student's religious conviction or personal belief. A student who declines to participate in this exercise is expected to respect the rights and interests of classmates who do wish to participate.

Title I Right to Know Notice

As a school that received Federal Title I funds to assist students in meeting state achievement standards, as required by ESEA [Section 1112(e)(1)(A)] and the Every Student Succeeds Act ("ESSA") [Section 1112(e)(1)(A)], Agora Cyber Charter School will publish and post a right to know notice regarding information about this law and students' education. Please go to our website https://agora.org/about-agora/federal-programs-and-laws/ to review the Right to Know Notice for the current school year.

Communicating with Staff

Phone calls and cellular messaging may be used for communicating with legal guardians and learning coaches. You agree to receive calls and texts from Agora Cyber Charter School. Message and data rates may apply. Message frequency may vary. For more information, please view our Privacy Policy.

Internet Service Provider ("ISP") Rebate Program

Internet Service Provider ("ISP") rebate checks are issued per household. Each family will receive the actual cost of internet up to, and not to exceed, $35 per month for each month their student attends school for at least ten (10) school days.

1) Summer School or Extended School Year – One bill for any month from July – August, 2026
      - Application portal for the Summer semester will permanently close on September 1, 2025
2) Fall - One bill for any month from September through December, 2025.
      - Application portal for the Fall semester will permanently close on January 1, 2026.
3) Spring - One bill for any month from January through June, 2026
      - Application portal for the Spring semester will permanently close on June 1, 2026.

The Legal Guardian is required to submit only one entire internet bill for any month during each semester via Sapphire. The following information is required on the internet bill:
- Name (Must match Legal Guardian or Learning Coach name in Sapphire)
- Service Address (Must match Legal Guardian or Learning Coach address in Sapphire)
- Itemized cost of internet service (individual or bundled)
- Service dates

The checks are mailed to the Legal Guardian twice per year:
1) Summer semester checks will be mailed at the end of September.
2) Fall semester checks will be mailed at the end of January.
3) Spring semester checks will be mailed at the end of June.

For additional information, visit our page https://arc.chooseagora.com/isp-rebate-program/ (accessed through the ARC).

There will be no grace period to submit an application for reimbursement.

Health Requirements and Proof of Residency

Families are required to submit the following documents for each student within the household enrolled at Agora:

- Up-to-date immunization record(s). Please read our Health Policy for additional information.
- Results of Vision, Hearing and Growth screenings completed at an annual well check-up from your health care provider. Please read our Health Policy for additional information.
- Proof of residency and notification form(s) with the current address. If a change in physical address occurs Agora must be notified of the move and receive updated compliance documents within 30 school days of the actual move (Updating Student Address 25-26) (Reference: Agora's Residency Policy). Failure to comply could result in the student's withdrawal from Agora.

- ISP checks will be held for families who have not submitted or updated requested information. The ISP check will be issued the next scheduled mailing after the hold is removed by the appropriate department.

Student Assistance Program ("SAP")

The Commonwealth of Pennsylvania's Student Assistance Program ("SAP") is administered by the PA Department of Education's Division of Student and Safe School Services in partnership with the PA Department of Health's Bureau of Drug and Alcohol Programs, and the PA Department of Public Welfare's Office of Mental Health and Substance Abuse Services. SAP is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs and mental health issues, and issues arising from poverty or other obstacles that pose a barrier to a student's success.

SAP is a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally-trained SAP team. SAP team members are trained to identify problems, to determine whether or not the presenting problem lies within the responsibility of the school, and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent/guardian and student to access services within the community. SAP Team members do not diagnose, treat, or refer children for treatment; however, they may make a referral for a screening or an assessment for treatment.

Parents have the right to be involved in the process and have full access to all school records under the applicable State and Federal laws and regulations. Involvement of parents in all phases of the Student Assistance Program is expected. This partnership is integral to the successful resolution of problems. Unaccompanied youth and students who are emancipated are eligible for SAP services. Participation in the SAP program is voluntary and requires consent from the Legal Guardian. For additional information, please contact your Family Coach.

SAP teams work in conjunction with the district's Homeless Liaison and Educational Liaison for Children in Foster Care to ensure obstacles and barriers are removed where possible and the educational placement of the student is maintained where needed. For more information see our Student Assistance Program Policy.

Chapter 15/ Section 504 Service Agreement

Under Section 504 of the Rehabilitation Act of 1973, and under the Americans with Disabilities Amendments Act of 2008 ("ADAAA"), some school-age children are entitled to protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits one or more major life activities or bodily functions. A Section 504 Service Agreement (see Section 504 Policy) will be developed if these limitations prohibit the student's participation in, or access to, an aspect of the school program. The need for a Service Agreement is determined by review of all student data related to the documented disability or limitation as outlined above.

Title I Program

The primary goal of a school-wide Title I program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on Pennsylvania academic achievement standards. Beginning with the 2009-2010 school year, the Pennsylvania Department of Education ("PDE") approved Agora as a Title I School. As part of Agora's school-wide program, math and reading specialists provide support to students in need of remediation in those content areas. Other Agora staff members provide supports and related services so Agora students can achieve academic success and be actively engaged learners.

Under Title I, parents are to be involved in the school improvement process. Parents are encouraged to attend instructional events offered by the school. During Title I meetings, parents also have the right to help create or update the school's parent and family engagement policy and the home-school compact. Agora asks that parents plan to attend Title I meetings to obtain more information about school improvement activities and parent engagement opportunities.

McKinney Vento Act, Education for Homeless Youth

The McKinney Vento Act is designed to ensure children who are homeless are provided with a Free and Appropriate Public Education (FAPE) on an equal basis with all other children in the state. Program objectives and activities are intended to remove or ease the barriers to enrollment and educational success for these children. Homeless youth are entitled to immediate enrollments and their families are not required to prove residency regarding school district enrollment. Agora Cyber Charter School will enroll these students without delay.

Additional information can be found here: https://agora.org/about-agora/federal-programs-and-laws/

If you have questions about McKinney Vento or services for students who are homeless, email Alina Kitchell at akitchell@agora.org.

Comprehensive Support and Improvement ("CSI") Notice

Under ESSA, states are required to designate schools for support and improvement based on both schoolwide (Comprehensive Support and Improvement) and student group (Additional Targeted Support and Improvement) performance on a range of academic and student success measures. These designations replace "Priority" and "Focus" school which were under No Child Left Behind ("NCLB").

Agora is designated for Comprehensive Support and Improvement ("CSI"). This designation is based on data suggesting the need for additional supports to improve schoolwide performance in the following areas: academic proficiency on state assessments, academic growth, and graduation cohort rate. This designation will mean additional resources for Agora and provide an opportunity for Agora to partner with stakeholders to identify the Agora community's most

pressing needs, select strategies to support those needs, and work together to implement the selected strategies. An important part of the success plan for Agora Cyber Charter School is parent participation and support in developing activities to improve student achievement. For more information or if there is interest in participating in developing Agora school improvement initiatives, contact Agora's Federal Programs Coordinator-Alina Kitchell, akitchell@agora.org

Parental Harassment & Intimidation of Staff/Students

Agora Cyber Charter School is committed to providing a safe and positive learning environment for all students, employees, volunteers, and parents; free from harassment, intimidation, or bullying. All forms of bullying and cyber-bullying are prohibited. Anyone engaging in bullying or cyber- bullying is in violation of the policy and will be subject to appropriate discipline. Bullying is any unwelcome verbal, written, or physical conduct directed at a student/parent/staff member/ employee by another parent, learning coach, or other adult when the intentional act:

- physically harms a student or damages the individual's property
- has the effect of substantially interfering with a student's education
- places another in reasonable fear of physical, emotional, or mental harm
- is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment or
- has the effect of substantially disrupting the orderly operation of the school.

Cyber-bullying includes the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing a student/parent/staff member/employee by way of any technological tool. Cyber-bullying includes sending inappropriate or derogatory emails, instant messages, text messages, pictures, blogs, or website postings, when the intentional act:

- is physically, emotionally, or mentally harmful to a student/parent/staff member/employee
- substantially interferes with a student's education
- places a student/parent/staff member/employee in reasonable fear of physical, emotional or mental harm
- is severe, persistent or pervasive to the extent that it creates an intimidating or threatening educational environment or
- has the effect of substantially disrupting the orderly operation of the school.

Harassment consists of systematic and/or continued unwanted and unwelcome actions including, but not limited to, verbal, written, graphic, or physical conduct. Threats shall consist of any oral or written expression or gesture that could be interpreted by a reasonable person as conveying an intent to cause physical harm to persons or property.

In the event a parent, learning coach, or other adult associated with a student is the offender of the above actions, the school will address the behavior with the offender. If the behavior continues, it may result in referral to law enforcement to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy. For more information, please see our Harassment and Threats to Staff Policy.

Acceptable Use of School Property

Agora provides a computer, printer, books, and other curricular supplies and materials. All provided materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen, or damaged school property. A list of property that must be returned will be provided to parents upon withdrawal. All property and equipment must be returned in good, working condition upon withdrawal from the program or as requested by the school. All printed materials are copyrighted. Unauthorized copying of these materials is a copyright infringement. Materials cannot be sold, transferred, or distributed. Materials are to be used solely by the student in his or her studies while enrolled in the school. Parents are to comply with this policy and with all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

Agora reserves the right to update or to alter this agreement at any time. Such revisions may substantially alter access to Agora instructional computing resources. Agora instructional computing resources include any computer, software or transmission system that is owned, operated, or leased by Agora. Every parent or guardian of a student enrolled in Agora should be aware of the following guidelines and expectations and abide by such guidelines and expectations as if such guidelines are also directed to such parent or guardian. Any activity not listed here that constitutes a violation of Local, State, or Federal laws is also considered a violation of Agora's Student Code of Conduct (refer to page 10) and Acceptable Use Guidelines. For more information, see our [Acceptable Use and Internet Safety Policy.](#)

Failure to follow these guidelines could result in:

- removal of a student's access to Agora instructional computing resources, which could result in an inability to complete learning activities
- suspension or expulsion of the student from Agora
- involvement with law enforcement agencies and possible legal action

Personal Accountability

- Posting anonymous messages is not permitted on the Agora network unless authorized by the teacher of an online course. Impersonating another person is also strictly prohibited.
- Students are to use only their own usernames and passwords and not share these with anyone.
- Students may not login to or send mail from the account assigned to their parent/guardian/LC.
- Students may not interfere with other users' ability to access Agora's Online School or virtual HighSchool, disclose anyone's password to others or allow others to use another user's account. Students are responsible for all activity that is associated with specific students' usernames and passwords.
- Students should change their password(s) frequently, at least once per semester or course.
- Students should not publicly post any messages that were sent to such students privately.
- Students should not download, transmit, or post material that is intended for personal gain or profit, non-Agora commercial activities, non-Agora product advertising, or political lobbying on an Agora-owned instructional computing resource.
- Students should not use Agora instructional computing resources to sell or to

purchase any illegal items or substances.

- Students should not upload or post any software that is not specifically required and approved for student assignments through Agora's instructional computing resources.
- Students should not post any MP3 files, compressed videos, or other non-instructional files to any Agora server.
- Students should not modify or change the system software, hardware, wiring, or take any action to violate any system's security.
- Students should not install any unauthorized software onto a school-issued computer, or modify any system settings without the prior approval of the Technology Department.
- Students should not attempt to defeat or bypass the school's Internet filtering by the use of proxies, https, special ports, software, or any other means.
- Email accounts are primarily intended for school-related purposes. Students who send significant numbers of non-school-related emails may have their account restricted.

Network Etiquette

At Agora, parents and students are expected to follow the rules of network etiquette, or "netiquette." The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with criticism, not hurtful.
- Review messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy. Don't broadcast online discussions, and never reveal other people's email addresses.
- Email signatures and postings will contain only the student's name, email address, and grade.

Student Internet Safety

- Students should not reveal on the internet any personal information or personal information about other persons.
- Students should not post their names, home addresses or telephone numbers.
- Students should not display personal photographs or photos of others to persons outside of Agora.
- Students should not display photographs that would be an embarrassment to themselves or others because they can go viral beyond students' control.
- Students should not agree to meet in person anyone met only on the internet and who is not affiliated with Agora.

State Testing

Assessments required by the state of Pennsylvania, including PASA or PSSAs and Keystones, will be administered face-to-face at a variety of sites around the state. Efforts will be made to locate a testing site within an hour of the student's home. It is critical that families respond to site assignment communication to ensure a space is reserved for each student at their preferred location. In certain cases, it may be necessary to travel longer than an hour. Attendance at state testing is mandatory. The required assessments include:

- All public school students enrolled in grades 3 through 8 are required to participate in the ELA and Mathematics PSSA or the PASA.
- Students in grades 5 and 8 are also required to participate in the Science PSSA or the PASA.
- All students currently enrolled in a Keystone eligible course (Algebra I, Biology, and/or LACII/ Literature) must take the associated exam at the end of the course.
- All students in 11th grade who are eligible to take the PASA must take the PASA
- Additionally, all students must participate in all Keystone exams by the end of their 11th grade year, even if they have not completed the associated course (Algebra I, Biology, and/or LACII/ Literature).
- Students who were not proficient in the spring Keystone may retest.

PSSAs are administered over a three- to four-day period, depending on the student's grade level. Keystone exams take one day for each exam. Specific testing dates and locations will be published no later than two weeks prior to the testing window.

PASA are administered specific to a student's IEP over an 8 week testing window. Most will take place on a date and location with other state tests.

As a Pennsylvania public school, Agora must follow the laws set by the Pennsylvania Department of Education. Non-attendance at required Pennsylvania State Testing is considered an absence. Pennsylvania school law provides for the right of any parents/guardians to excuse their children from the state assessment if, upon inspection of the testing materials, they find the assessment to be in conflict with their religious beliefs. Such excuse is the only basis for a parent/guardian to excuse his or her child from the statewide assessments. In order to exempt a child from state testing, the parent must make arrangements to view the test at the assigned testing site and then make the request for religious exemption in writing.

If a student is absent from any of their days at their assigned testing site, they will be contacted by phone by site staff and marked absent. If the student is ill, the parent/guardian must follow normal attendance procedures and contact the attendance office to excuse the absence. The family should also work with the site staff to ensure that testing can be made up during their assigned week. If a student misses three days, a doctor's note must be provided to substantiate the absences.

If a student has not submitted a valid excuse, each day that a student does not attend testing will be marked as an unexcused absence. After three cumulative unexcused absences, a student is considered truant.

Student Records

Records containing personally identifiable information about or related to children include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to re-evaluate, comprehensive evaluation reports, work samples, test data, data entered into Pennsylvania Department of Education data collection systems, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents. Agora provides parents with access to the academic records of their children as per the Family Educational Rights and Privacy Act ("FERPA"). This act affords parents and students over 18 years of age ("eligible student") certain rights with respect to the student's educational records. (see our FERPA Policy). The access rights of parents consist of:

- the right to inspect and review the contents of educational records
- the right to obtain one copy of the education records at no charge
- the right to receive from school personnel an explanation and interpretation of the educational records
- the right to a hearing to challenge the contents of the educational records
- the right to bring an attorney or parent advocate to review educational records

State law provides that the following additional conditions apply regarding the educational records of special needs students:

- If the parent has asked to see their child's records, the parent must be allowed to do so prior to a conference regarding an individualized education program and prior to a hearing regarding the identification, evaluation, or placement of the child.
- Parents may designate another person to examine their child's records, if they wish to have further advice. Parents may ask for a list of the types and locations of the records kept about their child.
- Agora has a schedule for the destruction of Special Education records of students who have been out of the program for at least 5 years. Parents will be sent a notice by mail at a time shortly before the student's records would be destroyed and advised of their right to obtain them for their own use or the student's use.

Parents/legal guardians may contact the office to obtain a copy of student records by emailing Records@Agora.org. If parents/guardians change their address, telephone number, or email address, they are asked to notify Agora immediately (see Residency Policy).

Student Directory Information

Directory information includes the pupil's name, address, date and place of birth, photographic likeness, major field of study, dates of attendance, degrees and awards received, and participation in officially recognized activities and sports. This information may be released without the consent of the parents unless the school is notified annually by the parents not to release the information without their prior written consent.

Addressing Concerns

Agora staff recognizes that life at school does not always run smoothly. As problems arise, school personnel, students and parents must collaborate to seek solutions. Agora staff members also realize that parents and students do not always know what to do or where to seek answers. Please follow these procedures for general information or for assistance in resolving a problem:

- **Step 1:** If the issue or concern is about an Agora staff member, parents are advised to contact the appropriate staff member's supervisor. If the concern remains unresolved, parents/guardian are advised to contact the grade level Principal or Administrator.

- **Step 2:** All other concerns and issues should first be directed to the family coach. If an Agora family coach cannot resolve the issue, he or she will direct the parent/ guardian to the appropriate contact for assistance and will monitor the concern to ensure resolution.

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. Complaints will be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to file a formal complaint, and the process for doing so. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Formal Complaint Process

As per Agora's [Student Complaint Process Policy](), anyone may initiate a formal complaint of harassment, intimidation, or bullying, even if the informal complaint process is also being utilized. Complainant(s) cannot be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts will be made to increase the confidence and trust of the person making the complaint. Agora will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es).

Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any school-initiated investigatory activities. The Principals and/or Administrators or a designee may conclude that the school needs to conduct an investigation based on information in their possession, regardless of the complainant's interest in filing a formal complaint.

The following process shall be followed:

- All formal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions, or circumstances alleged to have occurred that may constitute harassment, intimidation, or bullying. The Compliance Officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.

- Regardless of the complainant's interest in filing a formal complaint, administrators may conclude that Agora needs to draft a formal complaint based on the information in the school's possession.

- Agora shall investigate all formal, written complaints of harassment, intimidation, or bullying, along with other information in the Compliance Officer's possession that the Officer believes requires further investigation.

- When the investigation is completed, the Compliance Officer shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, the school's CEO shall take further action on the report.

- The school's CEO or a designee who is not the Compliance Officer shall respond in writing to the complainant and the accused within 30 days, stating:

  - that Agora intends to take corrective action
  - that the investigation is incomplete to date and will be continuing
  - that Agora does not have adequate evidence to conclude that bullying, harassment, or intimidation occurred.

- Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than 30 days after the school's CEO written response, unless the accused is appealing the imposition of discipline and the school is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

- If a student remains aggrieved by the school's CEO designee's response, the student may pursue the complaint as one of discrimination pursuant to the Agora Grievance Policy. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying, and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions. These occasions may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation, and bullying.

Withdrawal Procedures

Agora may withdraw students from the active rolls upon request by the legal guardian. Legal guardians must notify their Family Coach or the Withdrawal Department of their intentions to complete the withdrawal process. For more information please email withdrawals at: WD@agora.org.

The following procedures should be followed to withdraw a student from the school:
- The Family Coach will notify school officials of the parent's decision.
- The withdrawal date will be effective on the last day attended at Agora Cyber Charter School.
- When withdrawal has been processed a notification will be sent to inform and arrange for the return of all school equipment and materials.
- Failure to return all school equipment and materials in satisfactory condition may result in a collections action.
- Agora will inform the student's home school district of the withdrawal within 10 days according to Pennsylvania School Code.
- It is the responsibility of the family to enroll with another school immediately to ensure the child receives continuous educational services. Failure to do so may result in truancy charges, fines, or prosecution via the local school district of residence.

Agora Cyber Charter School may withdraw students for the following reasons:

- School staff is unable to locate a family to determine residency or obtain satisfactory proof of residency documentation
- Non-compliance with health regulations
- Student has reached the age of 21 by the end of the current school year
- Students that have 10 or more consecutive unexcused absences per Truancy Policy

Mandated Reporter Obligation

Agora Cyber Charter School complies with all federal and state requirements related to compliance with mandated reporter requirements under the Child Protective Services Law. All Agora staff members are considered mandated reporters under the category of school employees and as such are required to report suspected child abuse or neglect if they have reasonable cause to suspect that a child is a victim of child abuse or neglect.

A mandated reporter must also report suspected abuse or neglect if he/she learns of the abuse from someone other than the child who was allegedly abused or neglected. Nothing requires the mandated reporter have direct contact with the child in order to make a report in good faith. The penalties for a mandated reporter who willfully fails to report child abuse range from a misdemeanor of second degree to a felony of the second degree. For more information, see our Mandated Reporting policy.

Youth Suicide Prevention

To protect the health and welfare of its students and maintaining a safe school environment, Agora works diligently to educate school personnel and students about how to reduce the risk of suicide, recognize warning signs and implement appropriate response and intervention.

Agora has established procedures for a crisis response team which includes, but may not be limited to, the administrators, school counselors, the school nurse, social worker, and/or other members of the Student Assistance Program ("SAP"), as designated, and may include other members as deemed appropriate by the chief school administrator/school entity. Community mental agency resources may be called for assistance to be a part of the team.

Suicide Awareness – Education of Students

As per state law, students in grades Kindergarten (K) through twelve (12) shall receive age-appropriate lessons in health education or other classes as applicable on the importance of safe and healthy choices, coping strategies, as well as help-seeking strategies for self and others.

Students in grades 6-12 will receive instruction in areas including but not limited to:

- Information about suicide awareness and prevention
- Help-seeking behaviors that promote encouraging peer referral and school connectedness
- Offering supports to overcome issues and concerns that may result in increased risk of suicidal ideation, self-harm, or other behavioral health concerns.

In compliance with state regulations, information received in confidence from a student may be revealed to the student's parent(s) or guardian(s), school administrators, or other appropriate authority when the health, safety, or welfare of the student or other persons is at risk. For more information see our [Youth Suicide Prevention and Awareness policy.](#)

Safe 2 Say Something Program

Safe2Say Something is a youth violence prevention program administered by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" BEFORE it is too late. With Safe2Say Something, it's easy and confidential to report safety concerns to help prevent violence and tragedies.

Here's how it works:

- Submit an anonymous tip report through the Safe2SaySomething system by calling the tip-line: 1-844-SAF2SAY (723-2729), using the website: www.safe2saypa.org, or using the mobile App available for Apple and Android devices
- Crisis center reviews, assesses and processes all submissions
- Submissions are sent to school administration and/or law enforcement for intervention
- If needed, crisis center may contact tipster anonymously through the app

Indemnification Provision

Agora assumes no responsibility for information obtained via the internet, which may be illegal, defamatory, inaccurate or offensive. Agora assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. Agora also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement accessible on the computer network or the internet is understood to be the author's individual point of view and not that of Agora, its affiliates, or its employees. Agora assumes no responsibility for damages to the user's computer system. Nothing in this policy negates any obligation the student and parent have to use the instructional computing resources as required in the Use of Instructional Property Agreement that the parent or guardian signed as part of the student's enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

Although Agora takes precautions to protect students from inappropriate sites, ultimately it is the responsibility of the student and parents/guardians to ensure that the school computer is used for only appropriate school use. Students who become aware of potential security issues should report them immediately to the Technology Department.

Agora reserves the right to review any material transmitted using Agora instructional computing resources or posted to an Agora instructional computing resource to determine the appropriateness of such material. Agora may review this material at any time, with or without notice. Email, documents, pictures, videos, sound clips, or any other form of information transmitted, received, stored, and/or created via Agora instructional computing resources is not private and may be monitored. Any material found to be in violation of Agora's policies, Local, State, or Federal law may lead to action by Agora, including implementation of discipline policies and/or the involvement of law enforcement agencies.

PARENT/STUDENT/SCHOOL COMPACT

The purpose of this compact is to foster a positive school-family relationship to help all children achieve the State's high academic standards. It is the school's responsibility to provide a high-quality curriculum and instruction, in a supportive and effective environment. As part of that commitment, the school understands the importance of communication between parents and teachers on an ongoing basis. The commitments requested in this compact are voluntary and in no way legally binding.

As a PARENT I will encourage and support my child's learning by doing the following:

- Requiring regular school attendance
- Helping my child with online learning sessions
- Attending parent/student instructional training sessions
- Setting an example for my child by being a lifelong learner myself
- Encouraging my child's efforts and being available for questions
- Participating, as appropriate, in decisions relating to my children's education
- Staying informed about my child's education and communicating with the school by promptly reading all notices from Agora either received by email or by regular mail and responding, as appropriate

As a STUDENT I will be active in my own learning progress by doing the following:

- Attending school regularly
- Completing my assignments in a timely manner
- Participating in online sessions
- Cooperating with parents and teachers
- Asking for help when needed

As a SCHOOL we will encourage and support students' learning and family engagement in this school by doing the following:

- Demonstrating care and concern for each student
- Respecting cultural, racial, and ethnic differences
- Providing explanations of the standards students are expected to master
- Utilizing data to identify appropriate instructional strategies for all students in order to provide them with opportunities for continual academic and behavioral success (MTSS)
- Providing quality supplementary materials and supplies that support instruction
- Making efficient use of academic learning time
- Providing parents with regular and accurate assessment of students' progress in meeting school achievement and performance requirements
- Providing an environment for positive communication between teachers, parent, and student
- Providing supplementary assignments that will reinforce classroom instruction
- Providing parent involvement opportunities.

DUE PROCESS: DISCIPLINARY ACTION

Disciplinary Meetings and Action

Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal administrative intervention. If stronger action is needed, as per Agora's Disciplinary Policy, several options are available.

Procedures for Suspensions of 3 Days or Less

Students shall be afforded a conference with the Administrator of the department before being suspended. During the conference, the student shall be:

- informed of the alleged violation and any of the surrounding circumstances examined
- given an opportunity to respond to accusations if he/she has not already done so
- informed of the recommended remedial measure
- informed of the consequences of future infractions

Afterwards, the administrator will implement the recommended remedial measure and send the parent a disciplinary letter to inform them of the student's violation, the length of the suspension and the day on which the student and parent/guardian are permitted to return to class.

Procedure for Suspensions of More than 3 Days

Students suspended for more than 3 days shall be afforded an informal hearing. A parent or guardian must be notified in writing and the notification must afford the parent enough notice to attend the hearing. When the suspension is related to the health, safety, or welfare of other students, the student may be suspended immediately. The hearing allows the student to meet with the appropriate official to explain why he/she should not be suspended. The hearing includes:

- statement of the alleged violation and any of the surrounding circumstances examined
- opportunity for student response to the accusations if he/she has not already done so
- statement of the recommended remedial measure
- statement of the consequences of future infractions

Expulsion

Expulsion is any exclusion from school for a period of more than 10 days. Written notice must be sent to the student's parent or guardian describing the misconduct, detailing specific reference to the rules, and listing the time and place of the hearing. A formal hearing must be held and should be private unless requested to be public by the parent or guardian. The student:

- may be represented by an attorney
- has the right to have information on the prosecution's witnesses

ENGAGEMENT

General Expectations

Students and their Learning Coaches are expected to take responsibility for attending all required virtual classes and completing assignments within the online school daily. Students should expect to spend at least five hours daily in their online school, including attending required virtual classes, completing assignments, and responding to requests for extra academic engagement and family support provided by Agora. Attendance in required virtual classes is mandatory, unless special permission is obtained from administration. It is a serious infraction of our Code of Conduct for a student to be absent from class and online school, or for a student or Learning Coach to be unavailable or unresponsive to school staff.

Each student is expected to engage in school each school day. Students who are identified as having low engagement will be closely monitored. If it is determined that a student is not being successful, a MTSS meeting will be convened to determine appropriate interventions based on the student's data, which includes academic performance, attendance, behavior, and engagement. It is critical that the team work to identify the root cause for lack of student success and determine appropriate and targeted intervention. The plan of improvement will be shared with the student's parent/guardian, who will be kept apprised of the student's progress toward the goal. If the student is not successful with the plan that is developed, the interventions will be increased.

Family Engagement

It is also the goal to provide parents with opportunities to maintain ongoing communication with teachers and administrators through our internal electronic system of communication (e-mail), USPS mail and other online/text/phone services. To the extent possible, Agora aims to provide information, programs, and activities for parents in a language and form they can understand. Agora provides materials and information through calendars and newsletters to parents to help them promote the education of their children. Timely information about the program also will be provided in the newsletter and will be posted in the Agora Resource Community (ARC) which is accessed through the ClassLink Parent Portal.

There are also times throughout the year where online surveys are sent out to hear from families about school climate, academic needs, and ways Agora can work to improve in serving learners.

To provide support and assistance for both new and returning families, Agora also provides parent mentors, who are identified by region and grade band. In addition to this, Agora provides a Learning Coach Orientation program to help new Learning Coaches become acquainted with systems and procedures used by both them and their students.

Agora also holds workshops and roundtable discussions throughout the school year and encourages all families to participate.

HEALTH SERVICES

The health and safety of Agora students is one of the highest priorities of Agora. Agora is a public school and must follow the regulations on immunizations and health assessments required by the provisions relating to Health Services in the Pennsylvania Code (28 Pa. Code, Chapter 23, Subchapter C). Under state law, the following regulations apply to students:

- Children at any grade, Kindergarten through 12th grade, including all public, private, parochial, or nonpublic school, vocational schools, intermediate units, special education and home education programs, cyber and charter schools, must show proof of immunization **before** they can attend school.

- Any student, in Kindergarten through 12th grade, must have any single dose vaccine upon school entry, or risk exclusion. In the case of a multi-dose vaccine, a child is required to have at least one dose of each vaccine upon entry. If additional doses are required and medically appropriate within the first 5 days of school, the child shall have either the final dose during that 5-day period, or shall have the next scheduled dose and shall also provide a medical certificate setting out the schedule for the remaining doses. If the child has at least one dose, but needs additional doses that are not medically appropriate during the first 5 days of school, the child may provide a medical certificate on or before the 5th school day scheduling all subsequent doses. The medical certificate shall be signed by a physician, certified registered nurse practitioner, or physician assistant. If the child will be receiving immunizations from the Department of Health or a public health department, a public health official may sign the medical certificate. A child who meets these requirements may continue to attend school even if the child does not have all the required vaccinations, so long as the child complies with the vaccination schedule in the medical plan/certificate. School administrators or their designees are required to review that medical plan/certificate every 30 days to ensure that the child is in compliance. All subsequent immunizations shall be entered on the Certificate of Immunization or into the computer database program. If the requirements are not met, the school administrator shall undertake exclusion measures. These regulations also apply to all additional vaccine requirements for entry into 7th and 12th grades. Agora will review and exclude students that are non-compliant on a monthly rolling basis.

- A child transferring into the school may be granted a 30 day provisional period to provide a complete immunization record only if they do not have access to a current copy of the immunization record and no record can be located in the state database. However, they must have at least one dose of each required antigen to enroll.
  (see [Immunization Policy](#)).

- Foreign exchange students or foreign students visiting Pennsylvania schools need at least one dose of each antigen and are then granted the same provisional enrollment as any student enrolling in a Pennsylvania school.

- Waiver of these regulations is applied under the following specified conditions:
    o Homeless status
    o If a child is unable to locate records due to a disaster
    o If there is a national vaccine shortage

- Exemptions from the school laws for immunizations may be granted only for:
  - Medical reasons
  - Religious beliefs
  - Strong moral or ethical convictions similar to a religious belief

Medical exemptions must be submitted in writing and must be signed by the child's physician. Religious or moral exemptions must be submitted in writing and must be signed by a parent/ legal guardian. Immunization records must be delivered to the school prior to acceptance for enrollment.

Parents should request their child's health records from the previous school prior to starting school at Agora. If your child is exempt from immunizations, he or she may be removed from school events during a disease outbreak.

All K-12 Students must show documentation for the following:
- 4 doses of tetanus, diphtheria, and acellular pertussis vaccine*
- 4 doses of polio vaccine (4th dose on or after 4th birthday and at least 6 months after previous dose. If 3rd dose meets these criteria, a 4th dose is not indicated.)
- 2 doses of measles, mumps, and rubella vaccine **
- 3 doses of hepatitis B vaccine
- 2 doses of varicella (chickenpox) vaccine or written evidence of immunity

   * Usually given as DTaP or DTP (with final dose given after 4th birthday)
   ** Usually given as MMR or MMRV

7th-12th Grade ADDITIONAL immunization requirements for attendance:

- 1 dose of tetanus/diphtheria/pertussis vaccine (Tdap) Required upon entry into 7th grade, or in the school year that the student is 12 years of age
- 2 doses of meningitis vaccine (MCV4): 1st dose prior to entry into 7th grade, 2nd dose prior to entry into 12th grade. Please make sure your child is receiving the correct meningococcal vaccine (any of these names: Menveo, MenQuadfi, MenACWY, MCV4) and not the optional MenB vaccine also known as Bexsero or Trumenba which is not required for school attendance.

For more information, please refer to our Health Immunization Policy

Health Screenings

Pennsylvania law requires that all students have yearly health screenings. These screenings may be done by a school nurse at no cost to the family, or by a private or state health care provider. Health screenings for the current school year may be completed up to four months before the first day of the start of the school year. If the health screening is completed by an outside provider, it must be sent to the Agora Health Office. If the health screening is conducted by a member of the Agora pupil health team, no additional health screening documentation is required.

Screenings are not the same as a yearly physical exam, but they can be done as part of the physical exam and may count for the yearly screenings if your regular health care provider does all of the following:

- **Growth Screening** – Height, weight, and BMI ("Body Mass Index") screening every year in grades K-12. If done by the school nurse, the results of this screening will be available to the parent/legal guardian via the parent portal in Sapphire.".

- **Vision Screening** – Near and far vision screening every year in grades K-12. This screening is not a substitute for a complete eye exam by an eye care specialist.

- **Hearing Screening** – Hearing screenings are done in grades K, 1, 2, 3, 7, and 11. This screening is not a substitute for a hearing exam by your healthcare provider.

- **Scoliosis Screening** – This screening is done in grades 6 and 7. The School Nurse will check for any unevenness or abnormalities in the shoulders, ribs, or back.

If the school nurse gets results from the screening which are outside of the Department of Health guidelines, a referral will be available in the parent portal of Sapphire. Referral forms are to be completed by the family's private health care provider or health care specialist and returned to the Agora Health Office before the end of the school year. Please contact the nursing department directly for assistance obtaining a health screening locally.

Health Exams

Apart from the health screenings, Pennsylvania law also requires that all students in specified grades receive physical and/or dental exams. These exams can be completed up to one year before the start of the school year and must be sent to the Health Office at Agora before the end of the school year.

A physical exam is required in Kindergarten or 1st Grade (when a child first starts school), and again in 6th and 11th grades. A physical exam is not the same as a health screening, but health screenings might be done by a family's health care provider as one part of the physical exam.

Dental exams are required for students in Kindergarten or 1st Grade (when a child first starts school) and again in grades 3 and 7.

All health records submitted to Agora Cyber Charter School- including, but not limited to, reports of physical or dental exam, health screenings, proof of immunization, updates for new or existing medical conditions, specialist visits or other related health services- must be created, signed, and dated by a student's healthcare provider.

Upon parent or guardian request, Agora will assist families in finding a free or reduced cost location in their area to obtain the required health exams. Agora will also notify families of physical or dental events arranged through the school via email and through the Agora website.

For more information, call the Agora nurses at 1-844-402-4672, ext. 8 or email nurses@agora.org

Medication during Agora Gatherings

Agora recognizes students attending in-person gatherings may require medication for various reasons. Parents and guardians are encouraged to administer medications outside the hours of school gatherings. Parents and guardians assume full responsibility for this part of their child's health care. When attending a school-sponsored event, such as but not limited to ADOs and state testing, it is recommended that a parent or guardian be present to administer any emergency, prescription, or over the counter medication that a child may need during this time.

The school shall designate licensed or trained school personnel, as indicated by the applicable Federal and State laws, to administer medication, with use of corresponding medical equipment, if administration is included as part of a Student's 504 Plan, IEP, Individualized Healthcare Plan ("IHP"), or Emergency Care Plan ("ECP"), and the school has received the requisite health information and permission from student's medical provider and parent/guardian **prior to the day of the event**. Additionally, with requisite information and permission on file, a student may be permitted to carry and self- administer specific emergency medications, as regulated by The Pennsylvania Departments of Health and Education. Students may be approved to carry and self-administer the following specific emergency medications:

- EpiPen®/EpiPen Jr® or other epinephrine auto injector
- rescue asthma inhalers including, but not limited to, Albuterol, Proventil, and Ventolin
- injectable and/or oral medications for diabetes such as insulin, glucose tablets, glucagon, and monogel

If a student self-administers medication during an Agora gathering, they must immediately notify a staff member or school nurse for school health record documentation. All medication must be transported and received in the original container, with prescription label attached, if applicable. Students may not carry of self-administer any other forms of medication, including prescribed or over the counter medications, homeopathic or herbal remedies, controlled substances, or research medications. For more information about policies associated with health services, please see Agora's ADHD/ADD Medication and Self-Administration Policy, Administration of Medication Policy, Asthma Medication Self-Administration Policy, Emergency and First Aid Care Policy, Self- Monitoring and Treatment of Various Medical Conditions Policy, and Severe Allergy

Epinephrine Auto Injector Self-Administration Policy.

BOARD POLICIES

Throughout this Parent and Student Handbook, there are links to various policies related to the topics discussed. All Agora board-approved policies are available in their entirety for review on the Agora Board website Throughout the year, the board reviews updated versions or new policies as needed. Families and Students are responsible for abiding by all board-approved policies.

2025-2026 AGORA CYBER CHARTER SCHOOL ACADEMIC CALENDAR

Chart a new course. ™

A AGORA
CYBER CHARTER SCHOOL

www.agora.org

July 2025

Su	M	Tu	W	Th	F	Sa
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August 2025

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September 2025

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October 2025

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November 2025

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December 2025

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All School Agora Day Out
September 24

Report Cards Published
Nov 6, Jan 26, Apr 9, Jun 15

State Testing Windows

Winter Keystone	Wave 1: Dec 3-17
	Wave 2: Jan 5-16
PSSA	April 20-May 8
Keystone	May 11-May 22

July 2025

Jul 2-4	Summer Break, School/Office Closed
Jul 30	Summer School Ends

August 2025

Aug 1	Extended School Year (ESY) Ends
Aug 12	New Staff Onboarding
Aug 18-22	Staff Return (18th) / Staff In-Service
Aug 25	First Day of School for Students
Aug 29	(AM) Half Day for Students / (PM) School/Office Closed for Labor Day Weekend

September 2025

Sep 1	Labor Day Weekend, School/Office Closed
Sep 10	(AM) Half Day for Students / (PM) Asynch for students, Staff In-Service
Sep 23	Rosh Hashanah, School/Office Closed
Sep 24	(AM) Half Day for Students Grades K-8 / (AM) Advisory for Students Grades 9-12 (PM) All School Agora Day Out

October 2025

Oct 2	Yom Kippur, School/Office Closed
Oct 3	Charter Day, School/Office Closed
Oct 8 & 22	(AM) Half Day for Students / (PM) Asynch for students; Staff In-Service
Oct 30	Quarter 1 Ends
Oct 31	Asynchronous Day for Students / Staff In-Service

November 2025

Nov 5 & 19	(AM) Half Day for Students / (PM) Asynch for students; Staff In-Service
Nov 11	(AM) Asynch Day for Students Grades 9-12 / (AM) Parent-Teacher Conferences Grades 9-12 / (PM) Staff In-Service Grades 9-12 / (Evening) Parent-Teacher Conferences Grades 9-12
Nov 24-25	Asynch Days for Students Grades K-8 / Parent-Teacher Conferences Grades K-8
Nov 25	(Evening) Parent-Teacher Conferences Grades K-8
Nov 26	(AM) Asynch Day for Students Grades K-8 / Parent-Teacher Conferences Grades K-8 / (PM) School/Office Closed
Nov 27-28	Fall Break, School/Office Closed

December 2025

Dec 1	Fall Break, School/Office Closed
Dec 3 & 17	(AM) Half Day for Students / (PM) Asynch for students; Staff In-Service
Dec 24-31	Winter Break, School/Office Closed

January 2026

Jan 1-2	Winter Break, School/Office Closed
Jan 5	Asynchronous Day for Students / Staff In-Service
Jan 14 & 28	(AM) Half Day for Students / (PM) Asynch for students; Staff In-Service
Jan 16	Quarter 2/Semester 1 Ends
Jan 19	Martin Luther King, Jr Day, School/Office Closed
Jan 20	Asynchronous Day for Students / Staff In-Service

February 2026

Feb 4	Asynch Day for Students Grades K-8 / (AM) Parent-Teacher Conferences Grades K-8 (PM) Staff Team Time Grades K-8 / (Evening) Parent-Teacher Conferences Grades K-8
Feb 5-6	Asynch Days for Students Grades K-8 / Parent-Teacher Conferences Grades K-8
Feb 11 & 25	(AM) Half Day for Students / (PM) Asynch for students; Staff In-Service
Feb 16	Presidents' Day, School/Office Closed

March 2026

Mar 11 & 25	(AM) Half Day for Students / (PM) Asynch for students; Staff In-Service
Mar 20	Eid-al-Fitr, School/Office Closed
Mar 25	Quarter 3 Ends
Mar 27	Asynchronous Day for Students / Staff In-Service
Mar 30-31	Spring Break, School/Office Closed

April 2026

Apr 1-3	Spring Break, School/Office Closed
Apr 8	(AM) Half Day for Students / (PM) Asynch for students; Staff In-Service
Apr 15	(AM) Half Day for Students Grades 9-12 / (PM) Parent-Teacher Conferences Grades 9-12 (Evening) Parent-Teacher Conferences Grades 9-12

May 2026

May 25	Memorial Day, School/Office Closed
May 27	Eid-al-Adha, School/Office Closed

June 2026

Jun 5	Last Day of School for Students, Quarter 4/Semester 2 Ends
Jun 8	Make up date for students (if needed)
Jun 8-11	High School Graduation Date Window
Jun 8-10 or 9-11	Staff In-Service
Jun 19	Juneteenth, School/Office Closed
Jun 22	Summer School & Extended School Year (ESY) Begin

*Published 2/25/25

January 2026

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February 2026

Su	M	Tu	W	Th	F	Sa
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

March 2026

Su	M	Tu	W	Th	F	Sa
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				

April 2026

Su	M	Tu	W	Th	F	Sa
			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		

May 2026

Su	M	Tu	W	Th	F	Sa
					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						

June 2026

Su	M	Tu	W	Th	F	Sa
	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				

Board Meetings
Aug 4, Sep 8, Oct 6, Nov 3, Dec 8
Jan 5, Feb 2, Mar 2, Apr 6, May 4, Jun 1

School Choice Week
January 26-30

Key

Text	Additional informaton regarding this day can be found in the center text