



AGORA[®]
CYBER CHARTER SCHOOL

HANDBOOK
2026-2027



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WELCOME TO AGORA

Dear Families,

Welcome to another exciting school year at Agora! 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.

All of us at Agora are ready to help each student reach their highest potential. We wish you a successful year!

Thank you for being a part of the Agora family,

Dr. Rich Jensen

A handwritten signature in grey ink, appearing to read 'Rich Jensen', is positioned below the printed name.

MISSION, VISION, & CORE VALUES

MISSION STATEMENT

The mission of Agora Cyber Charter School is to provide innovative and intensive academic preparation. We inspire students to achieve the highest levels of knowledge and skills. Students also develop proficiency in designing and using new computer technologies and conducting scientific research.

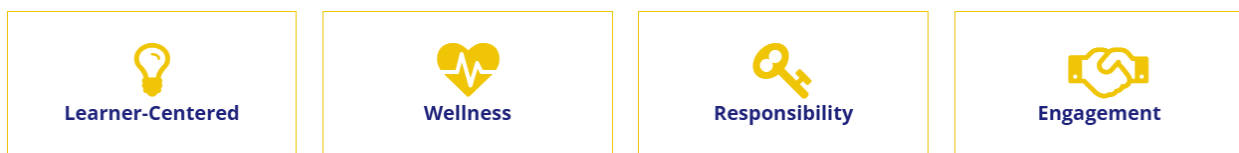
Moreover, Agora values a strong partnership between teachers and parents. This collaboration empowers students to reach extraordinary heights. Extraordinary results require extraordinary effort! With commitment, hard work, consistency, and responsibility, every student can master high expectations.

VISION STATEMENT

We prepare all students to reach their highest potential. They actively engage in their learning, achieve personal goals, and are ready for post-secondary success as lifelong learners.

CORE VALUES

Agora Cyber Charter School is governed by four core values that are used to shape and define the culture and climate of the school. These values also guide behavior and decision-making.



SCHOOL CALENDAR

The 2026-2027 Agora school calendar is available on ClassLink and by clicking [HERE](#).

INSTRUCTIONAL MODEL

At Agora, we are committed to providing engaging, high-quality instruction that empowers every student to reach their full potential. Our instructional model is centered on **live, synchronous learning**, where certified teachers provide interactive instruction throughout the school day in scheduled content-area classes.

Students actively engage with teachers and peers through meaningful discussions, collaborative learning, and rigorous, standards-aligned instruction. Additional support is provided through targeted interventions, tutoring, and personalized learning opportunities designed to meet individual academic needs.

Students identified as gifted receive services aligned with Pennsylvania Chapter 16 regulations. Gifted learners are provided with enrichment, acceleration, and differentiated instruction that challenge them at their individual level and support continued academic growth.

Our teachers participate in ongoing professional development to ensure engaging and effective virtual instruction.

Students who demonstrate the readiness to succeed in an asynchronous learning environment may apply for that option. Approved asynchronous students complete coursework independently while maintaining academic progress, participating in required wellness checks, and remaining eligible to attend live classes for instruction and support.

CONTENT OVERVIEW

OVERVIEW



K12 Stride is our main source for lessons and course materials. It offers standards-based courses for kindergarten through grade 12. Students use it for English/Language Arts, Math, Science, Social Studies, Art, Music, Physical Education/Health, and other electives.

Students in grades 6-12 can also take world language courses. Courses are taught through K12's online platform called Canvas. Other programs, like Nearpod, Renaissance tools, and SeeSaw give students extra practice during live lessons and independent work.



nearpod

Renaissance

Seesaw

K-12 COURSES

All courses for students in kindergarten through grade 12 are aligned with PA state standards. Across all grade levels, students complete assignments and take assessments so teachers can track progress and provide additional help to students as needed. Our courses use rich content like graphics, simulations, videos, and other engaging tools to help students learn. Students use both online lessons and offline materials to support different learning needs. In grades 9-12, students also get support with course selection, graduation plans, and planning for life after high school.

ELEMENTARY SCHOOL PROGRAM

The Elementary School program serves students in kindergarten through grade 5 and is built on the belief that every child can thrive in a high-quality virtual learning environment. Through engaging live instruction,

personalized support, and a strong partnership between students, Learning Coaches, and school staff, students develop the academic skills, confidence, and independence needed for success.

Our instructional model emphasizes active participation, collaboration, and meaningful relationships. Teachers create engaging learning experiences that encourage students to think critically, solve problems, communicate their thinking, and work collaboratively with their peers while receiving individualized support to meet their unique learning needs.

LIVE INSTRUCTION

Elementary students participate in daily live instruction designed to actively engage learners throughout each lesson. Instruction includes teacher-led lessons, collaborative learning opportunities, academic discussions, guided practice, independent application, and small-group instruction. Students are encouraged to ask questions, explain their thinking, and engage in meaningful conversations that deepen understanding and promote academic growth.

Students are expected to:

- Attend all scheduled live instructional sessions.
- Arrive on time and prepared to learn.
- Remain actively engaged throughout each lesson.
- Participate using their , microphone, chat, whiteboard, and other instructional tools as directed by the teacher.
- Demonstrate respectful digital citizenship and contribute positively to the learning environment.
- Complete classwork and assignments within the established timelines.

CORE INSTRUCTION

Kindergarten–Grade 2

Students participate in daily live instruction in:

- Reading
- Mathematics
- Science
- Social Studies

Grades 3–5

Students participate in daily live instruction in:

- Reading
- Mathematics
- Science

Students in Grades 3–5 also complete an asynchronous Social Studies course. Social Studies concepts are intentionally integrated into live instruction throughout the school year, allowing students to make meaningful connections across subject areas while completing independent coursework.

PERSONALIZED INTERVENTION AND ENRICHMENT

Every elementary student receives personalized instruction designed to support continuous academic growth. Students participate in dedicated intervention blocks that provide differentiated instruction based on individual learning needs and assessment data.

- **Literacy Intervention (LINT)** provides targeted literacy instruction to strengthen foundational reading skills, build comprehension, and extend learning for students who are ready for additional challenges.
- **Math Intervention (MINT)** provides personalized mathematics instruction to reinforce essential skills, address learning gaps, and provide enrichment opportunities that promote mathematical thinking and problem-solving.

Intervention groups are flexible and may change throughout the school year as students demonstrate growth. Attendance and active participation in assigned MINT and LINT sessions are expected, as these classes are an essential component of each student's instructional program.

ENCORE COURSES

Elementary students also participate in asynchronous encore courses designed to promote creativity, wellness, technology skills, and lifelong learning.

Encore offerings include:

- Art
- Music
- Physical Education/Health
- Keyboarding

Depending on the grade level and course, encore classes may be offered as quarterly or year-long learning experiences.

STUDENT EXPECTATIONS

Success in the Elementary School Program requires consistent attendance, active participation, and a commitment to learning. Students are expected to:

- Attend all scheduled live instructional sessions.
- Participate actively throughout each class using their , microphone, chat, whiteboard, and other instructional tools as directed by the teacher.
- Maintain appropriate digital citizenship and demonstrate respect toward classmates and staff.
- Complete assignments, projects, and assessments by established deadlines.
- Attend assigned intervention sessions, including MINT and LINT.
- Participate in benchmark assessments, state assessments, and other required academic assessments.
- Communicate with teachers when questions or challenges arise and seek support when needed.

LEARNING COACH PARTNERSHIP

The Elementary School Program is built upon a strong partnership between families and school staff. Learning Coaches play an important role in establishing routines, encouraging independence, and supporting student success.

Learning Coaches are expected to:

- Establish a daily learning routine that supports consistent attendance and academic success.
- Ensure students are prepared to participate in live instruction each day.
- Encourage students to actively engage in instruction and complete assignments independently, with age-appropriate support.
- Monitor student progress and review teacher feedback.
- Respond promptly to communications from school staff.
- Participate in conferences, meetings, and intervention planning sessions when requested to support their child's academic, behavioral, or attendance needs.
- Notify the school of changes that may impact their child's learning or attendance.

ASSESSMENT AND GRADING

Elementary students are assessed throughout the school year using a variety of formative, diagnostic, benchmark, and summative assessments. Assessment data allows teachers to monitor student progress, personalize instruction, identify areas requiring additional support or enrichment, and measure growth toward Pennsylvania Academic Standards.

Students are expected to complete all teacher-assigned classwork, projects, and assessments within the established timelines. Assessments may be administered during live instruction or asynchronously, as determined by the teacher. To maintain assessment integrity, students may be required to use their camera and microphone while completing assessments.

The Elementary School uses standards-based grading to communicate each student's progress toward mastery of grade-level standards. Student performance is evaluated using evidence collected through classroom assignments, projects, assessments, participation, and demonstrated understanding during instruction.

The standards-based mastery scale is:

3 – Mastery: 80–100%

2 – Progressing Toward Mastery: 50–79%

1 – Needs Improvement: 0–49%

Students are expected to actively participate in live instruction each day. Participation includes engaging in classroom discussions, responding to teacher prompts, collaborating with peers, and completing learning activities during class. Students who do not complete coursework, regularly miss assignments, or demonstrate limited participation may be placed on an academic support or intervention plan designed to improve student success.

PROMOTION AND RETENTION

Student progress is monitored continuously throughout the school year using classroom performance, benchmark assessments, teacher observations, and other academic measures.

Participation in all required benchmark assessments, state assessments, and other school-designated assessments is expected. Assessment results help teachers personalize instruction and determine appropriate academic supports.

Promotion and retention decisions are made through a comprehensive review of each student's academic progress, achievement, and demonstrated mastery of grade-level standards. Decisions are made collaboratively by teachers and school administrators using multiple measures of student performance.

Families of students identified as being at risk for retention will be notified and provided opportunities to work collaboratively with school staff to develop a plan that supports student growth and success.

Students receiving special education services will be evaluated in accordance with their Individualized Education Program (IEP). While students may continue to receive instruction aligned to grade-level standards, the goals and services outlined in the IEP will guide instructional planning and progress monitoring, as appropriate.

Agora's goal is to foster each child's individual strengths while providing the support and opportunities necessary for every student to reach their fullest potential.

NATIONAL ELEMENTARY HONOR SOCIETY (NEHS)



Agora Cyber Charter School's National Elementary Honor Society (NEHS) recognizes and celebrates students who demonstrate excellence in scholarship, leadership, service, responsibility, and character. The purpose of our chapter is to foster a love of learning, encourage leadership, inspire service to others, and promote positive character among elementary students.

Membership is open to eligible students in **grades 4 through 6** and is considered a distinguished honor. Students are selected by the faculty based on the National Elementary Honor Society pillars of **scholarship, service, leadership, responsibility, and character**.

As members of NEHS, students participate in leadership opportunities and collaborate on an **annual service-learning project** that benefits the school or broader community. Through these experiences, students develop a lifelong commitment to service, citizenship, and making a positive impact on others.

MIDDLE SCHOOL PROGRAM

The Middle School program serves students in grades 6 through 8. Agora Middle School administrators, teachers, and staff are committed to creating a supportive, inclusive learning community where all students are valued, challenged, and provided with the tools they need to grow academically, socially, and emotionally.

Agora Middle School provides instruction aligned with Pennsylvania academic standards and supports students through live instruction, course assignments, small-group support, interventions, enrichment opportunities, and ongoing communication with families. Teachers use a variety of instructional strategies to meet the needs of students with different skill levels, interests, backgrounds, and learning styles.

Agora believes students are most successful when there is a strong partnership between home and school. Students, Learning Coaches, teachers, Family Coaches, School Counselors, and administrators work together to support student attendance, engagement, academic progress, and overall success.

STUDENT EXPECTATIONS FOR LIVE INSTRUCTION

To support academic success and a positive virtual learning environment, middle school students are expected to attend all scheduled live instructional sessions, arrive on time, prepare to learn, and remain actively engaged throughout each lesson.

Students are expected to participate using their , microphone, chat, whiteboard, and other instructional tools as directed by the teacher. Students should demonstrate respectful digital citizenship, contribute positively to the learning environment, and complete classwork and assignments within the established timelines.

GRADING POLICY

Graded activities in Agora Middle School courses are assigned points. A student's final grade reflects the number of points earned compared to the total points possible. Teachers use these points to assign letter grades according to the grading scale below.

Student assignments and course grades are maintained in Canvas, where students and families have continuous access to current assignment information, due dates, teacher feedback, missing work, and academic progress. Mid-quarter progress grade updates and overall quarter report cards are posted in the Sapphire Community Portal.

Parent/teacher conferences may be scheduled during the school year to discuss student grades, progress, attendance, engagement, and support needs.

MIDDLE SCHOOL GRADING SCALE

A = 90–100%

B = 80–89%

C = 70–79%

D = 60–69%

F = 59% and below

All graded assignments, whether teacher-scored or electronically scored, will include due dates within Canvas and will be visible in the Canvas gradebook. Teachers will communicate late work expectations and course grading policies to students and families at the beginning of the course.

Students are expected to complete assignments by the posted due dates. Once an assignment has closed, students may not be able to submit the work for a grade unless there are documented extenuating circumstances.

In cases of documented extenuating circumstances, such as technical or medical issues that prevent a student from completing or submitting work for an extended period of time, it is the responsibility of the student and/or Learning Coach to contact each teacher to develop a catch-up plan. If extenuating circumstances occur during the final weeks of a quarter or semester, an extension may be requested but requires administrative 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 year-long courses, the final course grade is the average of the quarter grades.

EXPECTATIONS FOR MONITORING GRADES AND SCHOOLWORK

To support student success, students, parents/guardians, and Learning Coaches are expected to review academic progress regularly throughout the school year.

Students are expected to check Canvas regularly for assignments, due dates, teacher feedback, missing work, and course grades. Students should complete classwork and assignments within the established timelines and communicate with teachers when they have questions, need support, or experience difficulty completing work. Students are also expected to review mid-quarter progress grade updates and quarter report cards in Sapphire with their parent/guardian or Learning Coach.

Parents/guardians and Learning Coaches are expected to review Canvas regularly to monitor student assignments, missing work, due dates, teacher feedback, and academic progress. They are also expected to review mid-quarter progress grade updates and overall quarter report cards when they are posted in the Sapphire Community Portal.

Parents/guardians and Learning Coaches should support students in developing consistent routines for completing schoolwork and meeting assignment deadlines. They are encouraged to communicate with teachers, Family Coaches, school counselors, or administrators when academic concerns arise and to partner with the school to ensure students remain engaged, complete required coursework, and access available supports when needed.

PROMOTION POLICY

Students are promoted to the next grade level when they complete required academic coursework, demonstrate sufficient progress toward grade-level expectations, and maintain regular school attendance.

Regular attendance and participation in scheduled live instructional sessions are important factors in student success and may be considered in promotion and retention decisions. Students who are truant, habitually truant, or who miss numerous days or instructional sessions may be at risk of falling behind academically and may require additional support or administrative review.

Students who are not making adequate academic progress or who demonstrate attendance concerns may receive additional support, including teacher outreach, Family Coach support, small-group instruction, intervention, academic support planning, attendance improvement planning, and administrative review.

Principals have the final decision regarding the promotion or retention of middle school students. For more information, families should refer to Agora's Student Promotion and Retention Policy and Attendance Policy.

HONOR ROLL

The Agora Middle School Honor Roll recognizes student effort, academic achievement, and commitment to learning. Honor Roll status is determined at the end of each quarter and is identified on the student's report card.

NATIONAL JUNIOR HONOR SOCIETY (NJHS)



The purpose of Agora's chapter of the National Junior Honor Society is to create enthusiasm for scholarship, encourage service, promote leadership, and support the development of strong character in students at Agora Cyber Charter School.

Membership is an honor bestowed upon deserving students by the faculty and is based on the criteria of scholarship, service, leadership, and character. Candidates eligible for consideration must be members of the 7th-, 8th-, or 9th-grade class for the following school year.

Eligible 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 fulfill all obligations of membership. These expectations 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 grades 9 through graduation. High school students have the opportunity to select from a wider range of courses and learning pathways than they may have experienced in middle school. Based on academic performance, attendance, and eligibility requirements, students may also have the opportunity to apply for asynchronous status, which provides additional flexibility in their learning experience. The Agora Resource Community (ARC) serves as a central hub for students and families, providing access to school announcements, messages from Administration, important documents, club and organization information, resources, and course materials. Each course includes multiple units, lessons, and activities designed to support student learning. All Agora courses are taught by highly qualified teachers who provide differentiated instruction, opportunities for practice and exploration, and regular assessments to monitor student progress.

Teachers provide a syllabus for each course that includes important course information, including grading expectations, late work policies, contact information, and required materials or resources. Teachers also post weekly announcements within their courses outlining the lessons, activities, assignments, and assessments students should complete each week. Student schedules may vary from day to day based on the courses selected. General education courses are offered as either semester-long or year-long courses. Because schedules may vary, it is important that students maintain a copy of their course schedule and review their personalized schedule each day to stay informed of their daily learning expectations.

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
English	4.0
History/Social Studies	3.0
Mathematics	3.0
Science	3.0
Humanities / World Language	2.0
Electives	5.0
Physical Education/Health	2

Graduation Requirements Set Forth by Act 158 of 2018

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
- **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. This pathway must 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

Graduation Requirements Set forth by Act 35 of 2023

Beginning with the 2026–2027 school year, all Pennsylvania schools will be required to offer a personal finance course that students must successfully complete during grades 9–12. At Agora, this course will be taken during a student's 11th-grade year.

Successful completion of the course is a graduation requirement. Students who do not pass the course will be required to retake it until they earn a passing grade.

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 fewer credits 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. Contact your teacher for specific information.

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. 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

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 (NHS)



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. Individualized 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. 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, 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 participate 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 states that 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 Agora Cyber Charter School is subject to 22 Pa. Code Chapter 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.

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. If you feel your child qualifies for and needs a 504, please email 504@agora.org to request an evaluation.

ASSESSMENTS

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. It is critical that families respond to site assignment communication to ensure a space is reserved for each student at their preferred location. Attendance at state testing is mandatory.

- All public school students enrolled in grades 3 through 8 are required to participate in the English Language Arts 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

- Students who were not proficient in the spring Keystone may retest.

TESTING WINDOWS	
PASA	3/8/2027 - 5/7/2027
PSSA	4/26/2027 - 5/14/2027
Keystone Exams	5/17/2027 - 5/28/2027

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. A student with a documented chronic illness that is requesting a Medical Exemption from state testing must do so by April 15 by emailing the request to nurses@agora.org and providing the information required in the response email.

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 submit an excuse in the Sapphire portal 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.

LOCAL ASSESSMENTS

To monitor student growth and mastery of PA Core Standards, all students in grades Kindergarten through grade 12 will engage in a variety of local assessments. Examples of these assessments include:

- Benchmark Assessments: Fall, Winter, Spring
- Progress Monitoring: Ongoing throughout the year
- Common Assessments: End of each unit of study
- Formative Assessments: Ongoing throughout the year

Students are expected to complete all assessments independently. Independent work allows teachers to accurately evaluate each student's understanding and provide instruction that meets individual learning needs. The use of artificial intelligence (AI) tools or other unauthorized assistance during assessments is prohibited, as it prevents assessments from accurately reflecting a student's knowledge and skills.

ATTENDANCE

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.

Procedures

- **Synchronous Student Attendance** – All students are synchronous unless designated otherwise
 - Period attendance codes (entered by teachers in Sapphire):
 - **PV (Present and Visible)** - The student is present for at least 50% of the class AND visible to the teacher on camera. The student is PRESENT.
 - **NV (Not Visible)** - The student is present for at least 50% of the class, BUT not visible to the teacher on camera. The student is ABSENT.
 - **A (Absent)** - The student did not attend class at all OR did not attend for at least 50% of the class. The student is ABSENT.
 - Daily attendance - Students will be marked present for the school day when they are PV (Present and Visible) for at least half of all required virtual sessions.
- **Asynchronous Student Attendance** – Students must apply for asynchronous status and be approved based on criteria established by each grade band. If a student who is identified as asynchronous does not continue to meet the criteria, the student will revert back to synchronous. Asynchronous students are encouraged to attend virtual sessions daily.
 - Canvas and ClassLink capture student logins.
 - Daily attendance – Students will be marked present for the school day when they log in to Canvas and complete the established weekly benchmarks, including both wellness checks and successful work completion. For any days a student did not complete these benchmarks, that student will be determined “not present for instruction” and be marked absent.
- **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.

Truancy

- **Truant** - A child is “truant” if they have three (3) or more unexcused absences during the current school year.
 - **1st and 2nd unexcused absences** – The Charter School will send the Legal Guardian a notice of the unexcused absence and include a copy of the legal penalties for violation of compulsory attendance requirements. The name and phone number of a school contact person will be included.
 - **3rd unexcused absence** – The Charter School will send the Legal Guardian notice via certified mail within 10 school days of the 3rd unexcused absence that the child has been truant. 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** - A child is “habitually truant” if they have six (6) or more unexcused absences during the current school year.
 - **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.
- **Over 20 unexcused absences** 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).

- **NOTE:** 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 formal effort to involve the family and child in resolving the cause of the truant behavior. For more information, see our [truancy policy](#).

Chronic Absenteeism

Missing 10% or more school days, including excused and unexcused absences, is considered chronic absenteeism. At Agora (180-day calendar), this equals missing just 2 days per month or 18+ days per year.

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)

SCHOOL ATTENDANCE IMPROVEMENT CONFERENCE (SAIC) AND THE SCHOOL ATTENDANCE IMPROVEMENT PLAN (SAIP)

Purpose

The School Attendance Improvement Conference (SAIC) examines a child's absences and reasons to develop a plan for improving attendance, with or without additional services.

Required Participants

- The child, if applicable
- The child's person in parental relation
- Other resources identified by parent (optional)
- Appropriate school personnel
- Recommended service providers

Note: While not legally required, schools make every attempt to include the person in parental relation. The conference proceeds even if the parent declines or fails to attend after written notice and contact attempts.

School Attendance Improvement Plan (SAIP)

The conference outcome must be documented in a written SAIP that includes:

- Academic and social/health supports (school and community)
- Family/parent and student responsibilities
- Performance monitoring with benefits and consequences

Topics Addressed

- Child's educational environment and academic level

- School environment barriers to success
- Social, emotional, physical, mental, and behavioral health
- Family and home environment factors
- Other attendance-related issues

Implementation

Family Coaches and/or attendance personnel will work to:

- Share and review attendance policies with students and families
- Contact guardians upon student absences
- Meet individually with students to discuss absence reasons
- Make appropriate referrals

Goals

The conference ensures the child and family understand legal requirements for compulsory attendance and collaboratively develop a plan for the child's academic and social success.

EXCUSE NOTES FOR ABSENCE

Submission Requirements

Parents/guardians must submit a written explanation within 3 days of an absence through the Sapphire Parent Portal. The excuse must include the student's name, date of absence, and reason.

Acceptable Reasons for Excused Absences

- **Student Illness** (medical excuse required for 3+ consecutive days)
- **Death in Immediate Family**
- **Religious Holidays** (24-hour advance request required)
- **Educational Tour/Trip** (form submitted and approved by the Attendance Office 5 days in advance)
- **Technical Issues** (Stride/K12 support ticket number required)
- **Power Outage/Internet Loss** (backup plan required; notify Family Coach)

Cumulative Absence Limits

A maximum of 10 excused/illness absences per school year are permitted based on parental notification alone. **All absences beyond 10 days require a physician's note or technical support ticket to be marked excused.** (PA Code Chapter 11, § 11.41)

Technical & Power Outage Absences

Students must have a backup plan for computer access (alternate location, public library, etc.). If no backup is available:

- Contact your Family Coach
- Submit excuse through Sapphire Parent Portal
 - Provide technical support ticket number (for tech issues) or explain the outage situation

How to submit an attendance excuse in Sapphire: [VIDEO](#)

EDUCATIONAL LEAVE

Students may be excused for educational trips not sponsored by the school per Pennsylvania State Board of Education Regulations (Section 11.26, Ch. 11). **It is the parent's responsibility to contact the Attendance Office before requesting leave.**

Requirements

- Submit the Educational Request Form through Sapphire Parent Portal **at least 5 days prior to the trip**
- Obtain Attendance Office approval
- Principal approval required for trips during the first or last 10 days of the school year
- Complete all information on the form
- Contact teachers to arrange makeup work

Limits

- Maximum of 10 educational leave days per school year
- All requests subject to principal approval

Requests Will NOT Be Approved For:

- Dates during state testing windows
- Students identified as truant
- Students failing multiple courses at time of request
- "Long weekends" or vacations

Attend Today, Achieve Tomorrow: Your Guide to School Success

Agora's attendance manual is available on ClassLink or by clicking [HERE](#).

- How Agora is working to improve attendance of all students
- Why regular attendance matters
- Tips and strategies to improve student attendance
- Resources for Parents/Legal Guardians



WELLNESS CHECKS

Agora Cyber Charter School must conduct wellness checks to ensure that a student is visibly seen and communicated with either by electronic means or in-person by a teacher, administrator, or other representative.

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

If a student is not visibly seen and communicated with by the end of an instructional week, the school will take additional actions to verify the student's well-being, including: notifying the parent/Legal Guardian, requiring the parent and student to meet with a school representative, and an in-person meeting or home visit, and reporting to Child Protective Services, in accordance with 23 PA C.S. Chapter 63.

The only exception for not visibly seeing a student during the course of the school week is if the student is absent for the week. However, if a student is identified as chronically absent, or habitually truant, then the procedures identified in the Charter School's Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conferences Policy (School Policy 220) will take effect.

ENROLLMENT & RESIDENCY ELIGIBILITY

RESIDENCY REQUIREMENTS

Purpose

Agora Cyber Charter School serves students who are eligible to attend under PA law. To ensure compliance with state regulations and appropriate public-school funding, all families are responsible for maintaining accurate enrollment and residency information throughout the student's enrollment. There are three specific events that will trigger verification of your residence.

Maintaining accurate residency records protects the integrity of the enrollment process and helps ensure students receive uninterrupted educational services.

Pennsylvania Residency Requirements

Students enrolled at Agora Cyber Charter School must reside within the Commonwealth of PA unless otherwise permitted by applicable law.

Parents, guardians, and adult students are responsible for ensuring the school maintains accurate residency information at all times.

Parent Responsibilities

Families are responsible for:

- Providing truthful and accurate enrollment information
- Providing acceptable residency documentation upon request, including a *Residence Verification Form, Backdated Proof of Residence, and/or Current Proof of Residence*
- Reporting any change of address within 10 calendar days of the move date
- Reporting changes in custody, guardianship, or living arrangements that may affect residency
- Responding promptly to school requests for additional residency documentation
- Failure to respond to residency requests may delay or affect enrollment eligibility, equipment, materials and school supplies

Acceptable Proof of Residency

Verification may include requesting updated documentation or additional information when necessary.

Examples of acceptable residency documentation may include:

- Complete (all pages) & current Lease Agreement, with tenant and landlord signatures
- Complete (all pages) Property Deed, with Grantor and Grantee signatures
- Page 1 of a Mortgage Statement dated within 3 months of submission
- Complete (all pages) utility bill dated within 3 months of submission
- Page 1 of a Major Bank Account Statement dated within 3 months of submission (Cash App, Chime, PayPal, Venmo & Zelle excluded)
- Page 1 of a Credit Card Statement dated within 3 months of submission
- Page 1 & 2 of Federal, State or Local Government correspondence dated within 3 months of submission

Event Types of Residence Verifications

To comply with PA law and school policy, Agora may verify residency (1) at enrollment, (2) when an address change occurs, (3) when the residence has been questioned, (4) periodically throughout a student's enrollment and (4) when housing instability occurs.

Event 1: At Enrollment

Families may be required to present Proof of Residence at the time of enrollment. This information is used to identify and collaborate with the proper School District of Residence.

Event 2: Reported Address Change

Families must notify Agora's Child Accounting Department within 10 days of changing a residence, regardless of its proximity to their previous residence. Updated residency documentation is required to ensure accurate student records and proper school district tuition billing.

Event 3: Residency Review Process

If questions arise regarding a student's residency, Agora may conduct a residency review. The review may include requests for additional documentation or clarification regarding a student's residence. The school will communicate with families throughout the review process and provide reasonable opportunities to submit requested information.

Event 4: Semiannual Residence Verification

The State of Pennsylvania enacted Act 47, which is a law that requires families of public-school students to verify their residence each year. The documents collected during this process are shared with local school districts of residence to ensure educational funding is allocated appropriately.

Event 5: Students Experiencing Housing Instability

Students experiencing homelessness or temporary housing situations continue to have important educational rights under the federal McKinney-Vento Homeless Assistance Act. Families experiencing housing instability should contact their Family Coach, the school's Federal Programs Coordinator and/or Agora's Change of Address department as soon as possible so appropriate educational support can be provided, and Proof of Residence requirements can be waived.

False or Misleading Information

Providing false, misleading, or incomplete residency information may affect a student's eligibility for enrollment and may result in actions permitted under PA Law and Board Policy.

Compliance with Board Policies

Enrollment at Agora Cyber Charter School is subject to all applicable Board policies, administrative regulations, and PA law. Parents/Guardians are responsible for reviewing and complying with policies governing student eligibility, residency, attendance, health requirements, student records, technology use, student conduct, and other school requirements. Current Board policies are available on the school's website.

Questions

Families with questions regarding residency requirements or acceptable documentation are encouraged to contact Agora's Address Change Team at addresschange@agora.org for assistance *before* submitting enrollment to reduce rejections.

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, 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 the Truancy Policy

REINSTATEMENT

Previously withdrawn students may be reinstated to Agora Cyber Charter School, except those who have been expelled (until expulsion period ends). Students who voluntarily withdraw during truancy proceedings must continue their existing attendance plan.

All Reinstatement Types

1. Contact **1-844-402-4672**
2. Provide updated compliancy documents
3. Complete a written reinstatement plan with family and school staff (when applicable)

Family-Initiated (Previously attended; wants to return)

- Select Enrollment #3 when calling
- Complete required documents

Compliance-Related (Withdrawn for residency, immunizations, or missing PDE documents)

- Attend face-to-face reinstatement meeting (when applicable)
- Unannounced home visit required for residency concerns (when applicable)

Truancy-Related (Withdrawn for 10 consecutive unexcused absences)

- Attend reinstatement meeting based on request number:
 - **1st Request:** 1:1 meeting with Agora staff
 - **2nd Request:** 1:1 meeting with administrator
 - **3rd Request:** Meeting at main office with principal and Chief Academic Officer

- Unannounced home visit may be required

SUPPORT SERVICES

ORIENTATION

Students and their Learning Coach will complete an online Orientation program during the student's first few days at Agora. The Learning Coach will receive instructions to register the Online School accounts, sign in to school, and join Orientation sessions prior to the student's school start date.

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. An Orientation Advisor will provide students with direct and synchronous online instruction each day of the program. Following online sessions, students will complete online lessons and assignments to further their understanding and demonstrate mastery of daily learning objectives.

FAMILY COACH

When students enroll at Agora, they are assigned a Family Coach. The Family Coach serves as the first point of contact and support for students and families. Family Coaches will ensure compliance with attendance, wellness checks, and residency verification.

Agora Days Out (ADO & Events)

Family Coaches and other staff arrange a variety of educational and social events for students and families. All events can be found in the Agora Days Out Collection in ClassLink. Parents, or adults they specify, are responsible for supervising children at all times during events. Parents are responsible for transportation and any applicable costs.

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 the events. All students are expected to adhere to the student code of conduct and follow the school dress code.

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](#).

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 grade 12, 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.

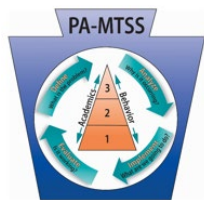
We invite families to learn more about how our counseling program can support their child's journey by visiting Agora's website or reaching out directly to our team.

STUDENT SERVICES TEAMS

We recognize students may have needs that are best addressed through special supports and resources provided by Agora's Student Services teams:

- Student Assistance Program (SAP) & Crisis Coordinator
- School Social Workers
- Truancy Prevention Officers
- School Nurses

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)



Agora Cyber Charter School uses a **Multi-Tiered System of Supports (MTSS)** to help every student achieve success academically, behaviorally, and socially. MTSS is a proactive, data-informed framework that helps identify student strengths, monitor progress, and provide support based on individual needs. The goal is to ensure that every student receives the right level of support at the right time.

Academic Supports

Students participate in high-quality, standards-based instruction in all classes. Throughout the school year, teachers use classroom performance, universal screening assessments, progress monitoring, and other academic data to determine whether additional support is needed. Academic support is provided through three tiers:

- **Tier 1 – Core Instruction:** All students receive high-quality classroom instruction aligned to state standards, along with ongoing monitoring of academic progress.
- **Tier 2 – Targeted Support:** Students who need additional assistance receive targeted interventions in specific skill areas. These supports may include small-group instruction, additional practice opportunities, or supplemental academic resources. Progress is monitored regularly to determine the effectiveness of the intervention.

- **Tier 3 – Intensive Support:** Students with significant or ongoing academic needs receive individualized, intensive interventions. These supports are tailored to each student's specific needs and are provided in addition to core instruction. Student progress is monitored closely, and interventions are adjusted as needed.

Behavioral Supports

A positive, supportive learning environment is essential for student success. MTSS also provides a framework for teaching, encouraging, and supporting positive behaviors that promote learning and engagement. Behavioral support is also organized into three tiers:

- **Tier 1 – Universal Supports:** All students are taught schoolwide expectations and receive consistent encouragement, positive reinforcement, and opportunities to build responsible learning habits. Regular attendance, active participation, and respectful interactions are key expectations for all students.
- **Tier 2 – Targeted Supports:** Students who need additional behavioral or engagement support may receive interventions such as goal setting, check-ins with staff, social-emotional skill development, attendance support, or individualized behavior plans. Families are included as partners throughout the process.
- **Tier 3 – Intensive Supports:** Students with more significant behavioral or social-emotional needs may receive individualized interventions developed through collaboration among school staff, families, and, when appropriate, outside service providers. These supports are designed to address specific needs while helping students remain engaged and successful in school.

Partnering with Families

Families are important partners in the MTSS process. School staff communicate regularly with parents and caregivers about student progress, interventions, and strategies that can support learning at home. By working together, we can provide timely support that helps every student grow academically, behaviorally, and socially.

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 post 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 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.

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](#).

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. See Agora's Trauma-Informed School resources on the [website](#).

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 they learn of the abuse from someone other than the child who was allegedly abused or neglected. Nothing requires the mandated reporter to 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](#).

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, Agora staff members provide support 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 enrollment, 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](#). If you have questions about McKinney-Vento or services for students who are homeless, email Alina Kitchell at akitchell@agora.org.

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.

- 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

HEALTH SERVICES

The health and safety of Agora students is one of the highest priorities of Agora. Agora is 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 a 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 reasonable 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 (students may enroll lacking the vaccines but must be actively attempting to receive them):
 - Homeless status
 - If a child is unable to locate records due to a disaster
 - 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 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 (final dose given on or after the 4th birthday)
- 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 varicella (chickenpox) vaccine or written evidence of immunity

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**, dose prior to entry into 12th grade. 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, 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 at nurses@agora.org. If the health screening is conducted by a member of the Agora pupil health team, no additional health screening documentation is required.

Health screenings are typically conducted at state testing sites for PSSA/Keystones. This year, health screenings will be offered during the months of September, October, and November at public sites (ie. public libraries) in counties across the state. Check Eventbrite to sign up for a time slot at a location near you. Any student attending an Agora local health screening will be excused from classes for the day.

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**. 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 for the required grade level.

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

MEDICAL CONDITIONS/ALLERGIES

Keeping your child safe and ready to learn at the best of their ability is health services' top priority. At the start of each school year, complete the "Annual Health Update" form in your Sapphire portal. Additionally, any time your child receives a new medical diagnosis that could have an impact on their ability to learn or

actively participate in their education, forward a copy of that documentation from their physician to 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 or 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, 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](#).

COMMUNICATION

Consistent and open communication is critical to each student's success at Agora. It is important we have the most updated contact information. If there are changes to your phone number or email address, contact your Family Coach.

Methods of communication:

- Phone calls
- Text messaging
- Email
- Stride email (students)
- Canvas inbox (students)
- ParentSquare
- Engageli
- Microsoft Teams

TECHNOLOGY

TECHNICAL 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 to 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, be prepared to provide the name of your assigned Family Coach for verification.

ENGAGELI: WEB-BASED CLASSROOM

Agora's virtual classroom uses the 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 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.

CLASSLINK: SINGLE SIGN-ON (SSO)

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 labels 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 materials and equipment from the previous school year 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 materials should be directed to Stride Customer Care and Technical Support at 855.412.3712.

INTERNET SERVICE PROVIDER (ISP) REBATE PROGRAM

Internet Service Provider (ISP) rebate checks are issued twice per year per household. Additional information will be shared via ParentSquare during the school year.

RIGHTS & RESPONSIBILITIES

STUDENT AND PARENT/GUARDIAN RESPONSIBILITIES

At Agora, student success is built on a strong partnership among students, families, and school staff. Regular attendance, active participation, respectful communication, and ongoing collaboration are essential to ensuring every student is successful in a virtual learning environment.

Student Responsibilities

Students are expected to:

- Attend and actively participate in all scheduled live (synchronous) classes unless approved for an alternative instructional model.
- Remain **on camera during live instruction** in accordance with school expectations and participate appropriately in discussions, collaborative activities, and learning tasks.
- Complete assignments on time and make a conscientious effort to demonstrate their learning.
- Follow all school rules, expectations, and applicable laws while demonstrating respectful, responsible, and appropriate behavior in all school settings.
- Use appropriate language and digital citizenship when interacting with teachers, staff, and classmates.
- Maintain regular communication with teachers, counselors, and other school staff, asking for assistance when needed.
- Report concerns or behaviors that may disrupt the learning environment or threaten the safety of others.

Students have the right to receive a free public education, equitable access to educational opportunities and services, due process in disciplinary matters, and interpretation or translation services for school-related communications when needed.

Parent/Guardian Responsibilities

Parents and guardians play a critical role in their child's success in a virtual school and are expected to:

- Ensure their child attends school regularly and actively participates in all required live instructional sessions.
- Support their child's daily learning by monitoring attendance, coursework, assignment completion, and academic progress.
- Encourage their child to participate fully in live instruction, including meeting school expectations for camera use and classroom engagement. Parents are asked to refrain from providing direct assistance to their child, such as providing answers to problems, during online class sessions.
- Maintain **ongoing communication** with teachers and school staff by regularly checking email, phone messages, and other school communication platforms and responding promptly to

requests for information or support. Parents should communicate with teachers outside of live class sessions.

- Participate in conferences, IEP, GIEP, 504, MTSS, attendance, and other school meetings when requested to collaboratively address their child's academic, behavioral, attendance, or social-emotional needs.
- Ensure their child participates in all required state and local assessments, including PSSA, PASA, Keystone Exams, benchmark assessments, and other school-required testing, and provide transportation for required in-person testing or school events.
- Ensure their child receives all required health examinations and immunizations as required by Pennsylvania law.
- Notify the school promptly of changes to contact information, residency, or other required student records and submit required documentation within established timelines.
- Review and reinforce the expectations outlined in this handbook with their child and partner with school staff to support student success.

PARENT/GUARDIAN RIGHTS

Parents and guardians have the right to:

- Receive regular information regarding their child's academic progress, attendance, and school performance.
- Request conferences with teachers, counselors, administrators, or other appropriate staff.
- Review, inspect, and request amendments to their child's educational records as permitted by law.
- Receive an explanation of grades, instructional decisions, and school procedures affecting their child.
- Receive translation or interpretation services for school communications when needed.
- Request reasonable accommodations that support participation in their child's education, when appropriate.
- Appeal disciplinary actions in accordance with school policy.

Agora complies with the Family Educational Rights and Privacy Act (FERPA) and all applicable federal and Pennsylvania laws governing student records and parent rights.

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 Student Code of Conduct is based upon this responsibility.

Understanding this information 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. 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.

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.

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.

Student Directory Information

Directory information includes the student'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.

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. Visit our [website](#) to review the Right to Know Notice for the current school year.

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. 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/guardians 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, they 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, or

- 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.

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.

CONDUCT, BEHAVIOR, & SCHOOL SAFETY

These schoolwide student behavior expectations are in accordance with Agora school-based policies and designed to foster a safe, respectful, and supportive learning environment where all students can succeed.

ACADEMIC INTEGRITY

Academic integrity means being honest and responsible in the learning process. Students are expected to complete and submit work that reflects their own knowledge, understanding, and effort. Demonstrating academic integrity helps students build skills, confidence, and pride in their learning.

Any attempt to present work created by another person or generated by technology as original student work is considered academic dishonesty.

Examples of academic dishonesty include, but are not limited to:

- Copying or allowing another student to copy classwork, homework, quizzes, tests, projects, or other assignments
- Plagiarizing by presenting another person's words, ideas, images, data, or work as one's own without proper acknowledgment or citation
- Submitting work completed in whole or in part by another individual, including a parent, guardian, Learning Coach, tutor, sibling, friend, or other third party
- Using unauthorized resources, answer keys, solution manuals, websites, or online services to complete assignments or assessments
- Sharing, distributing, obtaining, or using quiz, test, or examination questions or answers without authorization
- Fabricating or falsifying information, data, research, citations, documentation, signatures, or other academic records
- Forging notes, signatures, or school documents
- Collaborating with others on assignments intended to be completed independently
- Engaging in any other action that provides an unfair academic advantage or misrepresents a student's learning

Artificial Intelligence (AI)

Artificial intelligence (AI) is an evolving technology that can support learning when used appropriately. Agora's goal is to develop ethical learners by implementing restorative practices when AI is misused to complete schoolwork. As AI tools continue to develop, Agora may update its expectations and guidance regarding acceptable and unacceptable use.

Unless specifically authorized by the teacher, students may not submit AI-generated content as their own original work. Examples of inappropriate use include:

- Submitting AI-generated responses, essays, projects, computer code, artwork, or other content as original student work

- Using AI to complete assignments, discussions, quizzes, tests, or assessments intended to measure individual learning
- Using AI to paraphrase, rewrite, summarize, or edit work in a way that conceals the student's own level of understanding when such use is not permitted
- Using AI to generate answers during quizzes, tests, or other assessments

When permitted by a teacher, AI may be used as a learning tool to support understanding, brainstorming, research, or skill development.

Addressing Academic Integrity Concerns

When concerns about academic integrity arise, the teacher will meet with the student to discuss the concern, review evidence, and provide guidance on expectations for future work.

Consequences and Interventions

Responses to academic integrity violations will be determined based on the nature, severity, and frequency of the violation and may include one or more of the following:

First Incident

- Teacher conference with the student
- Review of academic integrity expectations
- Parent/guardian notification
- Opportunity to complete remediation activities and resubmit the assignment for partial credit, or another consequence determined by the teacher

Second Incident

- Conference involving the student, parent/guardian, teacher, and administrator
- Grade reduction or a score of zero (0) on the assignment or assessment, consistent with school and course expectations
- Loss of privileges related to the course or assessment
- Behavioral or disciplinary interventions

Third Incident

- Administrative disciplinary action in accordance with the Student Code of Conduct, which may include other appropriate disciplinary consequences

Nothing in this policy limits the school's authority to impose more significant consequences when warranted by the severity of the misconduct.

Student Responsibility

Students are responsible for:

- Understanding assignment expectations

- Asking questions when instructions are unclear
- Using approved resources appropriately
- Citing sources when required
- Completing work that honestly reflects their own learning

Choosing not to seek clarification or follow academic integrity expectations does not exempt a student from responsibility under this policy.

ABUSE OF COMPUTERS/INTERNET PRIVILEGES

Students shall respect the computer privileges granted to them. Violations include giving their 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 rules outlined in the Acceptable Use Policy.

DISRUPTION OF CLASS SESSION 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 sessions 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 camera, microphone, chat, profile/avatar, and other class tools may also constitute disruption of class sessions.

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, 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 hit someone), verbal (racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumors), and non-verbal (obscene gestures, isolation, exclusion, stalking, cyber-bullying).

DRESS CODE

Students should be in appropriate dress during instructional school hours when they are attending synchronous instructional periods and are present and visible on camera. The general principle is to wear clothing that allows them to focus on learning, as well as not to be a distraction to other learners. When appropriate, the Charter School may make exceptions or reasonable modifications consistent with

applicable law, including Policy 812: Religious Beliefs and Customs, IDEA, Section 504, and the ADA. The following is not appropriate for being on during synchronous instructional periods:

- Clothing that promotes or depicts tobacco, alcohol, drugs, illegal activity, violence, obscene, lewd, vulgar, or plainly offensive language, or that harasses, threatens, or degrades others because of race, color, age, creed, religion, sex, sexual orientation, gender identity or expression, ancestry, national origin, disability, or any other classification protected by law
- Clothing that is sheer or revealing

Students shall be in appropriate dress at any in-person school-sponsored event, such as, but not limited to, state testing and Agora Day Out (ADO) events. Guidelines for in-person events include:

- 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 headwear (i.e., hats or hoods) that hides the face
- No clothing that contains profanity, obscene, lewd, vulgar, or plainly offensive slogans, or that promotes illegal drug use may be worn
- Yoga pants and leggings are acceptable but cannot be sheer or see through.

There are some ADO events, such as prom, which may have their own dress code that is appropriate for the event. Students should make sure they are aware of the expectations for these events before attending.

FIGHTING

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

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 they did not intend to use such a thing as a weapon at any school functions. For more information, see our [Anti-Weapons Policy](#).

VIOLATION OF FEDERAL/STATE/LOCAL LAWS

An act in violation of 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.

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.

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](#).

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 their designee may inspect a student's storage space or automobile when there is 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 their 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 an 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. 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
- Be respectful
- Be social, not sales-y
- Preview, then post
- Stay on topic
- Be brief
- Be confidential

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](#).

PARENTAL HARASSMENT AND 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 in violation of the policy and will be subject to appropriate discipline.

Bullying is any unwelcome verbal, written, or physical conduct directed at one person by a parent, Legal Guardian, 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 of retaliation for harassment, intimidation or bullying

also constitute violations of this policy. For more information, 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](#).

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 they have not already done so
- Informed of the recommended remedial measure
- Informed of the consequences of the 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 they 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 they have 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

BOARD POLICIES

Throughout this 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.