Academic Leadership Charter School

STUDENT & FAMILY HANDBOOK

2026-2027

Academic Leadership Charter School is founded on the principle that all students will succeed and excel through a unique and challenging curriculum, character education, and active parent participation. The highly qualified and motivated faculty understands the importance of educating your child. This is the beginning of our young students' path in their educational experience. Academic Leadership Charter School will be the foundation for lifelong learning and with active parent participation we will prepare our students to continually strive for and achieve academic success.

Our Mission:

Academic Leadership Charter School's mission is to empower young leaders, creating a student body that outperforms state standards across all subjects. We are determined to give our pupils a competitive edge towards high school and beyond, nurturing exceptional youth for exceptional success.

Dear Parents,
Academic Leadership Charter School welcomes you and your children into a new and exciting educational experience.
This handbook contains necessary information about the coming school year. You will learn about our curriculum, school support, uniforms and rules of school conduct. You will also find important information about other school policies and procedures. We have tried to be as complete as possible in answering all your questions. We understand that there may be other questions that you still have, so we encourage you to contact us if you need any further information.
We wish to stress the importance of your role in your child's experience at the school. We believe that your participation is critical in the academic success of your child. We need your help contributing to formal and informal discussions, school activities and volunteering at school functions. We look forward to working hand in hand with you throughout the school year.
Sincerely,

Norma Figueroa-Hurwitz
Norma Figueroa- Hurwitz
Founder/Executive Director

Eddie Kubina
Eddie Kubina
Principal

Welcome

Your decision to have your child attend Academic Leadership Charter School (ALCS) demonstrates your high hopes and expectations for your child and our school. We hold these hopes and expectations closely and are dedicated to achieving them. We will provide your children with a solid foundation in their educational experience.
ALCS will provide a safe and orderly educational environment where a high standard of teaching and learning occurs daily. We expect all our students to meet the high standards we have set and will provide the necessary instruction to help them achieve these standards. It is important that everyone understands the standards of behavior that are expected of all our students. Everyone has a role in achieving these standards.

STUDENTS - ALCS has a high expectation level at the school. Students will be expected to act respectfully toward all fellow students and staff. They will be expected to attend school daily and punctually.
PARENTS - The parent's role is important in making the school a safe learning environment through cooperation with school staff. The parent will be expected to assist the student in completion of any homework, support any special education needs the student may have and assist in the correction of any disruptive behavior. The parent must ensure that the student attends school daily and on time and be dressed in the appropriate school uniform.
ALCS - We will provide a safe learning environment with the most current and unique curriculum. We will constantly keep the parent informed of their child's academic success and progress. We will do our best to provide a safe and humanistic learning environment.

SCHOOL LOCATION

Grades K through 3 – 677 East 141st Street Bronx, NY 10454 (in the Mother Hale Complex)

Grades 4 through 10 – 356 East 139th Street Bronx, NY 10454

Academic Leadership Charter School
Phone: 718-585-4215
Fax: 718-585-4837
www.alcsbronx.org

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BUILDING ACCESS

Visitors will utilize the Main Entrances of each building. The buildings will remain open from 7:15 AM to 4:15 PM.

All parents, guardians, and visitors must present a valid ID to the school safety agent and sign the school's logbook. All parents, guardians, and visitors must proceed directly to the Main Office.

To ensure that our students can remain focused on learning, parents and guardians are not to go directly to classrooms and must wait in the main office for guidance.

ARRIVAL AND DISMISSAL TIMES

Student arrival and dismissal at Academic Leadership Charter School is as follows:

7:15 AM—Arrival for Breakfast
7:40 AM—Students Due at School
7:45 AM—Start of class
3:55 PM—Dismissal

To prepare your child for academic and personal excellence, it is very important that your child arrives at school on time, every day. Late arrival is a disruption to both the school operation and your child's education and is taken very seriously by the school. Students arriving after 7:45AM must come directly to the main office to have their attendance properly recorded. A late pass will be issued, and the student will proceed to the classroom. After five (5) instances of lateness, your child's teacher will have a phone conference with you to discuss the reasons for the repeated lateness. If a change is not evident after this conference, a conference with school administrators will be arranged. In this conference, we will set up a program of improvement with you. If lateness continues to be a problem, alternatives will be provided to the parents to ensure that the issue is fully addressed.

Following the formal conference, continued excessive or repeated lateness may result in progressive disciplinary action. A student who continues to arrive late to school without a valid reason may be subject to disciplinary consequences in accordance with the school's Code of Conduct and all applicable federal, state, and local laws and regulations. The school is committed to working collaboratively with students and families to resolve ongoing concerns and ensure that each student is able to remain a successful and productive member of the school community. Continued and repeated

noncompliance despite these interventions may result in further disciplinary action consistent with the school's Charter, Code of Conduct, and applicable federal, state, and local laws and due process requirements.

DISMISSAL

Parents/guardians are expected to be on time to pick their children up from school and the bus stop. Repeated offenses of lateness will result in formal conferences to discuss an action plan to ensure that the child is picked up in a timely fashion. Failure to arrive at the bus stop on time can result in bus privileges being revoked. Failure to arrive at school on time repeatedly displays neglect and can result in a referral to ACS.

STUDENT ABSENCES

Daily attendance is critical to your child’s academic success and personal excellence. It is the legal responsibility of parents/guardians to ensure that children are in school daily, and on time. Absences should only occur for illness or in cases of extreme emergencies. Parents must provide written notification if a student must be absent for an emergency or unavoidable purpose. In the case of illness, a written note should accompany the student upon returning to school. Students are expected to complete all homework assignments that were missed due to an absence. If an absence is known in advance, students will receive a packet of homework.

If a student is absent for more than five days within a four-week period, the teacher should call the parent to find out the reason for the absences. If the reason is not valid, the teacher will discuss the absences with the parent to ensure they do not continue. An email will be sent to school administrators by the teacher informing them of the resolution of this conversation. If a student is absent for more than ten days, a conference with school administrators will take place and school administrators will notify the parent that the continued absences could adversely affect the child's promotion. If attendance doesn't improve, a second meeting will be scheduled with school administrators and could lead to a formal report to ACS citing the parent/guardian for abuse and neglect.

All students must remain in school for the entire day. Appointments should be scheduled during times and days when school is not in session. Teachers and the main office must be informed in advance if a child must leave early.

ACADEMIC LEADERSHIP SCHOOL DAILY/WEEKLY SCHEDULE

K-2 Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-7:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45-8:00	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
8:00-8:45	Literacy ELA Strands	Literacy ELA Strands	Literacy ELA Strands	Literacy ELA Strands	Literacy ELA Strands
8:45-9:30	Literacy Story Analysis	Literacy Story Analysis	Literacy Story Analysis	Literacy Story Analysis	Literacy Story Analysis
9:30-10:15 Period varies for each class	Special (Art, Music, or Gym)	Special (Art, Music, or Gym)	Special (Art, Music, or Gym)	Special (Art, Music, or Gym)	Special (Art, Music, or Gym)
10:15-11:00	Literacy Workshop Small Groups	Literacy Workshop Small Groups	Literacy Workshop Small Groups	Literacy Workshop Small Groups	Literacy Workshop Small Groups
11:00-11:45	Math Small Groups	Math Small Groups	Math Small Groups	Math Small Groups	Math Small Groups
11:45-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:35	Math Small Groups	Math Small Groups	Math Small Groups	Math Small Groups	Math Small Groups
1:35-2:20	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
2:20-3:05	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
3:05-3:50	Science	Science	Science	Science	Science
3:50-4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Grades 3-8 Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-7:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45-8:15	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
8:15-9:00	Literacy ELA Strands	Literacy ELA Strands	Literacy ELA Strands	Literacy ELA Strands	Literacy ELA Strands
9:00-9:45	Literacy Story Analysis	Literacy Story Analysis	Literacy Story Analysis	Literacy Story Analysis	Literacy Story Analysis
9:45-10:30	Math	Math	Math	Math	Math
10:30-11:15	Literacy Workshop Small Groups	Literacy Workshop Small Groups	Literacy Workshop Small Groups	Literacy Workshop Small Groups	Literacy Workshop Small Groups
11:15-12:00	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
12:00-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:45	Math Small Groups	Math Small Groups	Math Small Groups	Math Small Groups	Math Small Groups
1:45-2:30	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:30-3:15 Period varies for each class	Special (Art or Music)	Special (Art or Music)	Special (Art or Music)	Special (Art or Music)	Special (Art or Music)
3:15-4:00	Science	Science	Science	Science	Science
4:00-4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

High School Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
0 - 7:30-8:10	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
1 - 8:15-9:00	English	English 1	English 1	English 1	English 1
2 - 9:00-9:45	Algebra	Algebra 1	Algebra 1	Algebra 1	Algebra 1
3 - 9:45-10:30	Spanish	Spanish	Spanish	Spanish	Spanish
4 - 10:30-11:15	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
5 - 11:15-12:00	U.S. History/ Global History	U.S. History/ Global History	U.S. History/ Global History	U.S. History/ Global History	U.S. History/ Global History
6 - 12:00-12:55	Lunch	Lunch	Lunch	Lunch	Lunch
7 - 1:00-1:45	Earth Science/ Biology	Earth Science/ Biology	Earth Science/ Biology	Earth Science/ Biology	Earth Science/ Biology
8 - 1:45-2:30	Creative Writing	Creative Writing	Creative Writing	Creative Writing	Creative Writing
9 - 2:30-3:15	Elective Art, Music, or Robotics	Elective Art, Music, or Robotics	Elective Art, Music, or Robotics	Elective Art, Music, or Robotics	Elective Art, Music, or Robotics
10 - 3:15-3:40	Advisory	Advisory	Advisory	Advisory	Advisory

EMERGENCY CLOSING OF SCHOOL

Academic Leadership Charter School will close due to weather or emergency conditions which cause the New York City Department of Education to close public schools. Parents will be notified via phone blasts or email of emergency closings. Please ensure accurate information is provided to the school to contact you.

VISITORS POLICY

We welcome parents and other visitors to the school. If you plan to visit, please make an appointment with the school's administrative staff.

CELL PHONES

Students are permitted to bring cellphones to school in case they need to be used OUTSIDE of school, in case of emergency. K-2 students must keep cell phones in their book bags. Students in Grades 3 through 9 will have their cell phones stored in lock boxes. Cell phones belonging to students in Grades 3 through 9 will be stored in lock boxes for the duration of the school day. If a student is found using their cell phone, it will be confiscated and held for pick up by a parent/guardian. **The school is not responsible for lost or stolen cell phones or other items. Students should refrain from bringing valuable items to school.**

BIRTHDAY PARTIES

Teachers and Office staff should be notified of birthday parties in advance. Birthday parties will take place on Fridays from 3:00 PM to 4:00 PM. Please contact your child's teacher to make arrangements.

DRESS CODE

In order to provide an environment conducive to promoting educational excellence with minimum distractions and disruptions of the learning environment, we expect you and your child's cooperation in complying with the following dress code. All students, both male and female, are expected to give proper attention to personal cleanliness and to

dress appropriately for school and school functions. A student's dress, grooming, and appearance, including hair style/color, jewelry, and nails must be conducive to the building of professional and leadership qualities and may not be distracting or disruptive.

Academic Leadership Charter School's dress code serves to build community and school pride. Students are required to wear the following:

Grades K through 3 – baby blue shirts, polos, navy/khaki pants, skirts/jumpers, and black shoes, cardigans and sweaters are permitted

Grades 4 through 8 – grey, black or navy blue shirts, polos, black/khaki pants, skirts/jumpers, and black shoes, cardigans and sweaters are permitted.

Grade 9 and 10 - grey or black shirt, polo, black/khaki pants, black shoes, cardigans and sweaters are permitted.

Students cannot wear distracting accessories. Shirts must be tucked in, and shoelaces tied. While in school, students may not wear hats, headbands, or clothing and accessories that may be disruptive to the classroom and school environment. Parents will be contacted in the event that a student's attire does not comply with the dress code. Parents may be asked to bring in a change of clothing.

All students must be in full uniform daily. A record will be kept of parental contact and the reasons for the non-compliance will be recorded. Teachers will call parents if a child is not in uniform. Repeated offenses will require a formal conference with the parent.

Following the formal conference, continued failure to comply with the school's uniform policy may result in progressive disciplinary action. After each of the first two written warnings, a student who continues to report to school out of uniform may be subject to further disciplinary action in accordance with the school's Code of Conduct and all applicable federal, state, and local laws and regulations. The school is committed to working collaboratively with students and families to resolve ongoing concerns and ensure that each student is able to remain a successful and productive member of the school community. Continued and repeated noncompliance despite these interventions may result in further disciplinary action consistent with the school's Charter, Code of Conduct, and applicable federal, state, and local laws and due process requirements.

HOMEWORK

Homework plays an important role in a student's education. It serves to reinforce the learning of the day and allows for practice of previous learning. Homework teaches students responsibility and that learning takes place in school and at home thereby promoting sound study habits and a positive attitude towards learning.

Homework will be assigned daily and will take about 45 minutes each day to complete. All students must read (or be read to) every day. Parents must sign homework to indicate that they have reviewed their child's homework and that it meets their expectations. Parents are encouraged to support their children in the completion of homework. Please create a quiet study area for students to complete homework assignments (free of television, radio telephone, etc.) stocked with supplies needed to complete assignments (such as pencils, rulers, glue, etc). For many students it is helpful to have a structured homework time and a consistent place to do homework assignments.

If homework is not completed, teachers will call parents and arrange for a meeting if necessary. Repeated offenses will result in a meeting with school administrators.

ASSESSMENT OF STUDENTS' WORK

Your child's academic performance will be assessed on class work and homework assignments using a four-point scale. Student work will receive the following scores:

- 4 = Exceeding the standard
- 3 = Meeting the standard
- 2 = Approaching the standard
- 1 = Needs to meet the standard

PARENT/TEACHER CONFERENCES

There will be opportunities to conference with your child's teachers regarding the progress towards attainment of the New York State Standards. There will be afternoon and evening meetings in the fall and spring semesters specifically focused on your child's progress in the core subject areas. The parents will be notified prior to the distribution of report cards if the child is not making adequate progress in any subject area.

REPORT CARDS

Report Cards will be distributed three times a year directly to parents during the parent teacher conference attended by parents with their child, giving parents an opportunity to view their child's work. Parents will receive a copy of their child's six week interim results; New York State standardized test results, the Terra Nova; and the ECLAS results in Kindergarten as soon as they are available. Parents will confer with the classroom teacher or the school's leadership regarding their child's progress. They will view test results, samples of class work in the four major subject areas, including writing samples, to attain a greater understanding of how their children are meeting expectations and discuss alternatives. The literacy folder will contain logs of what books have been read independently along with class projects. ALCS will administer the New York State mandated assessments in grades 3-8 including the New York State ELA, the New York State Mathematics, and the 5th and 8th grade NYS Standardized Science test.

PROMOTIONAL POLICY

Academic Leadership Charter School will promote all student scoring a mid-level two in each of the four performance areas, Literacy, Mathematics, Social Studies and Science based on the results of the following assessments; the school's six week assessments, the school's internal assessment, the Literacy and Mathematics New York State Standardized assessments beginning in year 4 for third grade students, and the New York State 5th and 8th grade Science.

The six-week assessments will be administered in grade K in Literacy and Mathematics, and in the four core subject areas in grades 1-5 using the same scoring system for promotion, a mid-level two. For the Special Education students, the Individualized Educational Plan (IEP) will guide promotional policy based on the severity of disability. Most of these students will be expected to meet the same criteria for promotion as the rest of the school. English Language Learners will be administered the Language Ability

Battery (LAB) when they enter the school, and they will be administered the New York State English as a Second Language Test (NYSELAT) if they are designated as dominant in a language other than English. The ELL students will be expected to meet the same promotional standards, a mid-level two for promotion to the next grade.

Six-week test results will be factored into the student's report card grade in each subject area. It is our objective to give parents feedback on student performance by accurately measuring how well their children have mastered on-grade level material aligned to the state standards. It is expected that when students take the school's standardized assessments, and the NYS standardized assessments, results will be within the same performance level as ALCS' own six-week interim exams providing assurances that these exams evaluate the curriculum with a high level of confidence, validity and reliability. The exam results will be used to evaluate progress and determine student participation in tutoring, receiving additional Title 1 support in Literacy and Mathematics, or the need for other interventions for the at-risk, the Special Education and the Limited English Proficiency students. When deficiencies are noted, students will be offered additional support. For promotion to the next grade, students are expected to have a mid-level two score average in each of the four major subject areas.

The summative results of the assessments will form an overview of how well each of our students is meeting ALCS and the overall New York State Standards. It will form an overall record of each student's performance and be shared within the school by all those involved in providing services to each student. The Executive Director/Principal will develop reports for the Board, and provide this information to parents in a timely fashion as partners in the continuous process of educating their children.

COMPLAINTS

Complaints should first be submitted in writing to the school's Principal. Upon receipt of the complaint the Executive Principal will respond in writing or in person within ten business days. If this does not resolve the complaint, or if the complaint pertains to the Principal, then the individual may submit the complaint, in writing, to the Secretary of the Board of Trustees.

If the complaint is submitted to the Board of Trustees five days prior to a regularly scheduled Board meeting, the complaint will be addressed at the Board meeting. If the complaint is submitted fewer than five business days before a regularly scheduled Board meeting, the complaint will be addressed at the next regularly scheduled Board meeting. Emergency issues will be dealt with on an as-needed basis, with the Board

responding at or prior to its next regularly scheduled meeting. The Board of Trustees shall render a determination in writing if appropriate or required.
The names of the trustees, including the Secretary of the Board, as well as the dates of regularly scheduled Board meetings will be prominently posted at the school. In accordance with Education Law 2855(4), if after presentation of such a complaint to the Board of Trustees, the individual believes that the Board has not adequately addressed the complaint, the individual may present the complaint to the schools' charter entity; The New York City Department of Education shall investigate and respond thoroughly. The New York City Department of Education can be contacted at:

New York City Department of Education Charter Schools Office
52 Chambers Street, Suite 413
New York, New York, 10007
(212) 374-6904

If, after presentation of the complaint to the institute, the individual determines that it has not adequately addressed the complaint, he/she may present the complaint to the Board of Regents through the State Education Department, which shall investigate and respond. The New York City Department of Education and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the Board of Trustees of the Charter School under their jurisdiction to effectuate the provisions applicable under Education Law.

The New York State Education Department can be contacted at:

New York State Education Department
Office of School Improvement and Community Services
55 Hanson Place, Room 400 Brooklyn, NY, 11217 (718)- 722-4553

MEDICAL EMERGENCY

In the event that an individual requires immediate medical attention, the school's Executive Director/Principal will call 911 to dispatch EMS/Fire Department. If the individual requiring medical attention is a student, the school will contact the student's parent/guardian. If the student must be removed from the school and taken to the hospital and the parent has not arrived, a member of the school staff will accompany the student to the hospital.

STUDENT TRANSPORTATION

Students attending the school will receive transportation services for which they are eligible, through the New York City Department of Education in accordance with Department regulations. Services will include yellow bus service or Metrocards for public transportation. If students are ineligible for transportation services through the New York City Department of Education, the parents of such students are responsible for providing transportation.

STUDENT FOOD SERVICE

The school will offer breakfast, lunch and an afternoon snack to all students. The school will participate in the Federal Free and Reduced-Price breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. The school will adhere to all applicable program requirements including but not limited to: meal pricing, determination of eligibility, nutritional value and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students.
Each fall, students' eligibility for free or reduced lunch will be determined. Parents will be responsible for the cost of food service in the event their child is only eligible for reduced price or full price meals. Parents may also supply their child with lunch.

FAMILY INVOLVEMENT

The school will create numerous formal and informal opportunities to encourage family involvement. These opportunities are designed to engage parents as partners, stakeholders and teachers. We believe that the contribution of family members is essential if we are to fully realize our mission to prepare students for their first school experience.

A formal mechanism to include parents in the administration of the school is through a family association. This body will serve as a critical link between families and the school. The association will also sponsor school wide activities, create opportunities for family members to volunteer at the school, and help access community resources for the school.

STUDENT CODE OF CONDUCT GRADES K-3

To prepare our students for a positive school experience, we have established a Code of Conduct. This Code will give all students a general guideline about their conduct and the way they are to treat their fellow students and teachers. The code of conduct is, but not limited to:

- We will keep our classroom and school clean.
- We will work through our conflicts by talking to each other.
- We will be responsible for our class/school job.
- We will help others.
- We will celebrate the achievement of others.
- I will have a positive attitude.
- I will be nice.
- I will not tease, laugh at or put others down.
- I will treat my teachers, school staff members and other students with respect.
- I will try my very best in everything I do.
- I will always wear my uniform in school.
- I will always tell the truth.
- I will not hit or tease anyone.

STUDENT CODE OF CONDUCT GRADES 4-10

- I will attend school regularly and punctually and make every effort to achieve in all areas of my education.
- I will be prepared for class with appropriate materials and properly maintain textbooks and other school equipment.
- I will help maintain a school environment free of weapons, illegal drugs, controlled substances, and alcohol.
- I will behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn.
- I will share information with school officials regarding matters which may endanger the health and welfare of members of the school community.
- I will respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others.
- I show respect for school property and respect the property of others, both private and public.
- I will be polite, courteous, and respectful toward others regardless of their differences.

- I will behave in a polite, truthful, and cooperative manner toward students and school staff.
- I will promote good human relations and build bridges of understanding among the members of the school community.
- I will use non-confrontational methods to resolve conflicts.
- I will refrain from obscene and defamatory communication in speech, writing, and other modes of expression, including electronic expression, in their interactions with the school community.
- I will express myself in speech, writing, and other modes of expression, including electronic expression in a manner which promotes cooperation and does not interfere with the educational process.
- I will bring to school only those personal possessions which are safe and do not interfere with the learning environment.
- I will adhere to the guidelines established for dress and come in school uniform daily.
- I will keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.
- I will not post or share content that is defamatory, harassing, threatening, or discriminatory toward any student, staff member, or school community member.
- I will not record or photograph others at school without permission, and sharing such media online is prohibited.
- I will not participate in online behavior that causes disruption to the school environment or violates school policy and I understand it may result in disciplinary action.
- I will not attempt to impersonate others or use anonymous accounts to spread rumors, bullying, or inappropriate content.

There will be no discrimination or harassment of any student by any other student or staff member on school property or at a school function. We also reserve the right to investigate discrimination or harassment that occurs on social media outside of school grounds. Parents are responsible for monitoring social media accounts to ensure they are not being used in a way that is harmful to school culture. Unacceptable conduct includes, but is not limited to, threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex. Teachers will keep track of student behavior and record the infractions. If a student is found to be in constant violation of the Code of Conduct, the parent will be notified and asked to come to the

school to discuss the matter. Further reactions to breaches of the Code are outlined in the following Discipline section.

Academic Leadership Charter School Discipline Policy K-12

Academic Leadership Charter School's approach to student discipline will have a positive focus as students will be recognized for good behavior. We will also teach character education and by starting in kindergarten and first grade, we hope to set the tone early and have older students model good behavior for the younger students. ALCS will provide a safe environment that will assure that teaching and good citizenship is accomplished.

- Values, respect, citizenship and the incentive to work hard will be instilled in each student.
- ALCS will establish clear, high expectations, a system of discipline, and establish a uniform policy.
- The school will have rules of conduct and constant positive reinforcement.
- Parents will receive calls, notes and awards praising their children for doing well, so communication with parents will more often be on a positive note.
- Parent participation will be actively sought as part of the ongoing process of improving their child's performance and behavior at school.

Developing character and ethics is a fundamental goal for our school; consequently, the school will endeavor to reinforce these positive values by including these concepts into the regular curriculum especially in the stories that children read as part of the ELA anthologies supplemented with additional trade books from the Social Studies curriculum. Our Elementary and Middle school Star Student program further reinforces positive behavior. Monthly themes such as honesty, perseverance, and friendship are focused on each month and students who demonstrate these traits are chosen as Star Students. Improving character and discipline is an ongoing process which involves every stakeholder in the school. Parent and family partnership is a key component.

School leaders will complement the classroom teacher's activities in this area by reinforcing values and positive character traits. They will also meet with students and parents to help foster positive behavior. Teachers will lead small groups of students by reading aloud from story books from the Scholastic character development program as an additional approach to develop character and ethics in our students. We believe a strong, productive culture is the foundation of student discipline and teachers are trained in an array of student discipline techniques and classroom management.

At our High School level, school counselors and teachers will reinforce positive behavior habits and work with students to provide necessary support. Counselors and teachers will hold advisory periods to discuss concerns with students and create action plans. Peer mediation groups will also take place to help students discuss issues in a safe environment where they can work on appropriate ways of expressing their feelings and thoughts. School administrators and operations staff members will support teachers and counselors and meet with students and families as needed. Our Character Education program will allow us to have a school culture that embraces differences and prevents discipline concerns.

Although the ALCS approach to discipline will be purposely preventive, teachers will use a range of lower-level consequences such as nonverbal cues, talking to the student, loss of privileges, calling the parent etc. before the need for more serious consequences arises.

Any behavior that is disruptive and unsafe may lead to in-school suspensions and/or out of school suspensions. Repeated offenses may result in expulsion from the school.

Academic Leadership Charter School has used the NYC Department of Education's Discipline Code as a guide for developing our own discipline policy.

Administrators, teachers and counselors will discuss all infractions and determine their severity. For lower level Infractions, our goal is to implement support and intervention in lieu of disciplinary actions whenever possible. These include:
• Collaborative problem solving • Community service (with parental consent) • Conflict resolution • Development of Individual behavioral contract • Guidance conference • Individual/group counseling • Intervention by counseling staff • Mentoring • Parent Outreach • Peer Meditation • Behavioral progress reports • Pedagogical school staff meeting with student to address the misbehavior and its impact B. Student/teacher conference C. Formal meeting with student by appropriate supervisor (e.g., assistant principal, principal) to address the misbehavior and understand its impact D. Parent conference E. In-school disciplinary response (e.g., formal restorative conference, exclusion from extracurricular activities, or communal lunchtime) F. Removal from classroom by teacher
However, all infractions can lead to suspensions and disciplinary actions depending on severity.

Infractions

Level 1 Infractions

- Uncooperative/Noncompliant Behavior
- Unexcused absence from school
- Failing to wear the required school uniform
- Cutting classes (reporting to school and failing to attend one or more programmed classes
- Being late for school or class
- Bringing items to or using items in school in violation of NYCDOE or school policy
- Failing to be in one's assigned place on school premises
- Behaving in a manner which disrupts the educational process
- Engaging in verbally rude or disrespectful behavior
- Wearing non uniform clothing, headgear (e.g., caps or hats)
- Posting or distributing material on school premises in violation of written NYCDOE policy and/or school
- Failing to provide school officials with required identification
- Using school computers, fax machines, telephones, or other electronic equipment or devices without appropriate permission

Level 2 Infractions

- Disorderly Behavior
- Possession and/or use of cigarettes, electronic cigarettes, matches, lighters, and/or vaping devices
- Profane, obscene, vulgar, or lewd language, gestures, or behavior
- Lying to, giving false information to, and/or misleading school personnel
- Misusing property belonging to others
- Engaging in or causing disruptive behavior on the school bus
- Inappropriate use of electronic technology (e.g., unauthorized audio/video recording)
- Leaving class or school premises without permission of supervising school personnel

Level 3 Infractions

- Disruptive Behavior
- Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school
- Entering or attempting to enter a school building without authorization or through an unauthorized entrance
- Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability
- Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior toward students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk), or spitting at another person
- Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules
- Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs)
- Tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means
- Engaging in vandalism, graffiti, or other intentional damage to school property or property belonging to staff, students, or others
- Knowingly possessing property belonging to another without authorization
- Engaging in scholastic dishonesty which includes but is not limited to: a. Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test) b. Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source) c. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) (e.g., where numerous students are involved, where the behavior involves standardized tests, or where the behavior requires invalidation of a test)
- Posting or distributing libelous material or literature, including posting such material on the Internet

- Posting inappropriate or defamatory comments on social media about other students or school staff
- Using social media as a tool for bullying

Level 4 Infractions

- Aggressive or Injurious/Harmful Behavior
- Engaging in sexual conduct on school premises or at school-related functions
- Making sexually suggestive comments, innuendoes, propositions, or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)
- Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including but not limited to posting such material on the Internet
- Engaging in physically aggressive behavior other than minor altercations, which creates a substantial risk of or results in minor injury
- Coercing, threatening, planning, or instigating an act of violence, injury, or harm to others
- Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury.
- Students may also be excluded from the bus for Engaging in harassing, intimidating, and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass.
- Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, color, creed, religion, religious practices, ethnicity, national origin, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, disability or weight; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer

groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass
- Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol
- Falsely activating a fire alarm or other disaster alarm
- Making a bomb threat
- Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force, or intimidating behavior
- Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer)
- Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer)
- Inciting/causing a riot
- Possessing, displaying, or selling any weapon

Level 5 Infractions

- Seriously Dangerous or Violent Behavior
- Starting a fire
- Using force to take or attempt to take property belonging to another
- Using force against, or inflicting, or attempting to inflict serious injury against school personnel or school safety agents
- Using extreme force against or inflicting or attempting to inflict serious injury upon students or others
- Instigating, or participating with another or others, in an incident of group violence
- Engaging in dangerous or violent behavior that is gang-related
- Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity
- Selling or distributing illegal drugs or controlled substances and/or alcohol
- Possessing or selling any weapon as defined in Category I, other than a firearm, bomb, or other explosive
- Using any weapon to threaten or to attempt to inflict injury upon school personnel, students, or others

Short Term Suspension

Short term suspensions are those of "5 school days or less"
In-School Suspension shall refer to the removal of a student from his or her regular classroom for any length of time for disciplinary reasons. A student who has committed any of the infractions listed below is subject minimally to an 'In-School Suspension' and possibly to an 'Out of School Suspension.' The Executive Director/ Principal can make any exceptions based on the circumstances of the infraction and /or the student's prior disciplinary record.

Procedures and Due Process: Short Term Suspension

When a student commits an offense that calls for short term suspension, the student is afforded the due process rights required by Goss v. Lopez, 419 U.S. 565.
The student is subject to the following:

- If necessary the student is immediately removed from the class and/or school;
- The student is entitled to respond to the charge against him/her;
- The Executive Director/Principal or her designee addresses the conduct and assigns an appropriate consequence
- The parent/guardian is notified by the Executive Director/ Principal or her designee; and
- A parent/ guardian may be required to meet with the Executive Director/Principal or her designee regarding the infractions prior to a student's return to school

Long Term Suspension

Long Term Suspensions are suspensions of 5 or more days
A student who is determined to have committed any of the infractions listed below shall be subject minimally to an 'Out of School, Long Term Suspension' unless the Executive Director/ Principal or the Board of Trustees determines that circumstances of the incident and/or the student's disciplinary record warrants an exception. The student may also be subject to referral to law enforcement authorities and or expulsion.

Disciplinary Infractions

- Possess, use, attempt to use or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school.
- Commit or attempt to commit arson on school property.
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, or marijuana on school property or at school-sponsored events.

- Assault any other student or staff member.
- Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect him or herself from injury.
- Vandalize school property causing major damage.
- Commit any act that school officials reasonably conclude warrants an Out of School Suspension.

Procedures and Due Process: Long Term Suspension

- If a student commits an offense that calls for long-term suspension, (a suspension of more than 5 school days), or expulsion,
- If necessary, the student is immediately removed from class and/or school;
- The parent/guardian is notified by the Principal or designee;
- The school sets a hearing date; the student and/or his/her parent/guardian are notified in writing of the following:
  -charges and a statement of the evidence;
  -date, time and place of a hearing; and
  -notice of the right at the hearing to be represented by legal counsel (at the students/parent's own expense) and present evidence and question witnesses;
- After hearing the case, the Principal or designee issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees within 10 school days of the date of expulsion;
- Any appeal is heard, at the discretion of the Board Chairperson, by the full Board of Trustees or by a Trustee subcommittee (of one or more Trustees designated by the Board Chairperson), in such a case, the school sets a hearing date and the student and/or his/her parent/guardian are notified in writing of the charges and a statement of the evidence, date, time and place of a hearing; notice of the rights at the hearing, to be represented by legal counsel (at the student's parent's own expenses), and present evidence and question witnesses.

Alternative Instruction

ALCS will ensure that educational services will be provided to the student who has been suspended or expelled. 'In School Suspension' will be handled on school grounds away from the student's regular class. For a student who has been given an 'Out of School Suspension', alternative instruction will be given to the extent provided by law and consistent with the practice of the District Community School Board. During the period of suspension of a student who has been expelled, instruction will be provided in a like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first. Alternative instruction will be provided to students suspended or

expelled in a way that best suits the needs of the student and the school, each handled on a case by case basis. Instruction shall be sufficient to enable the student to make adequate academic progress so that they can complete assignments, learn the curriculum and participate in assessments. Instruction can take place at the student's home, or other suitable location. Instruction will be provided by one or more of the following individuals in consultation with the student's classroom teacher: a teacher associate, a tutor, a teacher contracted by the school, or a tutoring service.

Record Keeping

Academic Leadership Charter School will maintain written records of all suspensions and expulsions including the student's name, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a student had been suspended or removed for disciplinary reasons.

Disciplinary policies for actions on the school bus or off-campus

The disciplinary policy for actions that take place on the school bus or off campus shall be governed by all the guidelines of the school and are subject to the authority of the school officials. All students must remain seated with seatbelts on at all times. Students must keep their voices down and obey the bus driver at all times. All regulations listed in the discipline policy apply to the school bus as well.

Failure to obey the lawful instruction of school officials shall result in a series of consequences based on the severity of the infraction. In the event that a student causes harm to self or others or threatens bus safety, the student may be subject to the loss of bus privileges for a period of up to five days. Parents will be notified by telephone of the infraction and the consequence for such misconduct. They will be informed of the importance of bus safety, and the need for their child to conform to the bus rules and regulations.

Disruptive behavior on the school bus will lead to suspension from the school bus and/or school. Repeated offenses will lead to bus privileges being revoked. School administrators have the right to revoke bus service if a student creates an unsafe environment on the bus and does not follow bus rules.

Failure to obey the lawful instruction of a school official or representative, (e.g. the school bus driver, museum docent, security officers etc.), may result in the loss of

eligibility to attend subsequent school sponsored off-campus events; however when there is evidence that the student's overall behavior has improved in the school setting based on the classroom teacher's judgment, the student may regain privileges to attend off-campus events.

Discipline policy-Students with Disabilities

Based on the Regulations of the Commissioner of Education, Pursuant to Section 207,3214,4403,4404 and 4410 of the Education Law, Part 201-Procedural Safeguards for Students With Disabilities Subject to Discipline
Academic Leadership Charter School will abide by the following Regulations pursuant to the aforementioned Educational Law: 201.4

201.4 Manifestation determinations.

(a**)** ***General requirement for manifestation review***. A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made immediately, if possible, but in no case later than 10 school days after:

(1) a decision is made by a superintendent of schools to change the placement of a student to an interim alternative educational setting pursuant to section 201.7(e) of this Part; or

(2) a decision is made by an impartial hearing officer to place a student in an interim alternative educational setting pursuant to section 201.8 of this Part; or

(3) a decision is made by a board of education, district superintendent of schools, building principal or superintendent pursuant to section 201.7(a) or (b) of this Part to impose a suspension that constitutes a disciplinary change in placement.

(b**)** ***Individuals to carry out review***. A review described in subdivision (a) of this section shall be conducted by a manifestation team in a meeting, which shall include a representative of the school district knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the CSE as determined by the parent and the school district. The parent must receive written notification prior to any manifestation team meeting to ensure that the parent has an opportunity to attend. The notification shall inform the parent of the purpose of the meeting, the names of the individuals expected to attend and inform the parent of his or her right to have relevant members of the CSE participate at the parent's request.

(c) ***Conduct of review***. The manifestation team shall review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine if:

(1) The conduct in question was caused by or had a direct and substantial relationship to the student's disability; or

(2) The conduct in question was the direct result of the school district's failure to implement the IEP.

201.7 General procedures for suspensions and removals of students with disabilities are as follows:

ALCS will abide by the following procedures as set forth in Education Law. (a) ***Parental notice of disciplinary removal***. No later than the date on which a decision is made to change the placement of a student with a disability to an IAES pursuant to subdivision (e) of this section or pursuant to section 201.8 of this Part, or a decision is to impose a suspension or removal pursuant to this Subpart that constitutes a disciplinary change in placement, the parent shall be notified of such decision and shall be provided the procedural safeguards notice in accordance with section 200.5(f) of this Title.

(b) ***Five school day suspension or removal***. Except as otherwise provided in subdivision (d) of this section, the trustees or board of education of any school district, a district superintendent of schools or a building principal with authority to suspend students pursuant to Education Law section 3214(3)(b) and (g), shall have authority to order the placement of a student with a disability into an appropriate interim alternative educational setting, another setting or suspension for a period not to exceed five consecutive school days, and not to exceed the amount of time that a nondisabled student would be subject to suspension for the same behavior.

(c) ***Ten school day suspension or removal***. Except as otherwise provided in subdivision (d) of this section, a superintendent of schools, either directly or upon recommendation of a hearing officer designated to conduct a superintendent's hearing pursuant to Education Law, section 3214(3)(c) and (g), may order the placement of a student with a disability into an interim alternative educational setting, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed pursuant to subdivision (b) of this section for the same behavior, where the superintendent determines in accordance with the procedures set forth in Education Law section 3214(3)(c) that the student has engaged in behavior that warrants a suspension, provided that the duration of any such suspension or removal shall not exceed the amount of time that a nondisabled student

would be subject to suspension for the same behavior. Except as otherwise provided in subdivision (d) of this section, a superintendent of schools may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct.

(d) ***Exception for pattern of suspensions or removals.*** A student with a disability may not be removed pursuant to subdivision (b) or (c) of this section if imposition of the 5 school day or 10 school day suspension or removal would result in a disciplinary change in placement based on a pattern of suspensions or removals as determined by school personnel in accordance with the criteria set forth in section 201.2(e)(2) of this Part, except where the manifestation team pursuant to section 201.4 of this Part has determined that the behavior was not a manifestation of such student's disability, or the student is placed in an IAES as authorized under subdivision (e) of this section.

(e) ***Change in placement to an IAES for behavior involving serious bodily injury, weapons, illegal drugs or controlled substances****.* (1)A superintendent of schools, either directly or upon recommendation of a hearing officer designated to conduct a superintendent's hearing pursuant to Education Law, section 3214(3) (c), may order the change in placement of a student with a disability to an appropriate IAES, to be determined by the CSE, for up to 45 school days, but not to exceed the period of suspension ordered by the superintendent in accordance with Education Law, section 3214(3), where the student:

(i) has inflicted serious bodily injury, as defined in section 201.2(m) of this Part, upon another person while at school, on school premises or at a school function under the jurisdiction of the educational agency;

(ii) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the educational agency; or

(iii) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the jurisdiction of the educational agency.

(2) The period of suspension or removal ordered by the superintendent may not exceed the amount of time that a non-disabled student would be suspended for the same behavior.

(f) School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement consistent with the other

requirements of this Part is appropriate for a student with a disability who violates a school district's code of conduct.

Disciplinary Procedures for Students Not Yet Formally Identified as Disabled

A student not specifically identified as having a disability but whose school district of residence or charter school has a basis of knowledge (in accordance with {34 CFR C300.527b}) that a disability exists prior to the behavior which is the subject of the disciplinary action may request to be disciplined in accordance with these provisions.

Provision of Services During Removal

For those students removed for a period (more or less) than ten days the Charter School shall ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum including additional instruction, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During the school year, any subsequent removal that, combined with previous removals, equals ten or more school days but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel in consultation with the child's Special Education teacher, shall make the service determination. During any removal for drug or weapon offenses (pursuant to {34 CFR 300.520(a) (2) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative education settings as appropriate and mandated by {34 CFR 300.520 (a) (2}.

During any subsequent removal that does constitute a change in placement but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plans are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. Subsequently if other removals occur which do not constitute a change in placement, the school will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine, if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1)not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in {34 CFR 300.504; and (2) immediately if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the connection between the child's disability and the behavior subject to the disciplinary action.. If upon review, it is determined that the child's behavior was not a manifestation of his or her disability then the child may be disciplined in the same manner as a child without a disability, except as provided in {34 CFR 300.121(d) which relates to the provision of services to students with disabilities during periods of removal. Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing. If a parent requests a hearing or an appeal regarding a disciplinary action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation\ determination, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and ALCS agree otherwise.

It is hoped that with a positive school climate and culture, a caring staff, excellent communication between the school and parents, character education classes, and strong professional development for teachers on establishing student discipline and classroom management, ALCS can limit the minor infractions and have no major infractions.

Parent Conduct

All parents/guardians are expected to communicate in a respectful manner to all school personnel. Failure to do so may result in the parents being escorted from the building by the School Safety Agent. Hostile behavior may result in being barred from school premises.

PARENT PLEDGE

I have read the *Student and Family Handbook* and will participate in the educational process of my child. I understand that I am an equal partner in my child's education, safety, and wellbeing. I will help my child with any homework assignments. I will read with my child at least once a day. I will make sure that my child understands the Code of Conduct and expectations

_____ Student's name

Signature of Parent(s) or Guardian

_____

_____