



Community-Focused Leadership.
Character Development.
College Preparedness.

SCHOOL-PARENT COMPACT 2024-2025

Inwood Academy for Leadership Charter School, along with the parents of all the students participating in activities, services, and programs funded by Title I, agree that this compact accurately outlines the school's plan to partner with families toward improved student academic achievement. This school-parent compact is in effect during the 2024-2025 school year.

School Responsibilities

At Inwood Academy for Leadership Charter School (IAL), we are guided by three Core Components: **College Preparedness**, **Community-Focused Leadership**, and **Character Development**. These values, combined with an integrated curriculum that builds essential skills from a strong knowledge base, and a highly qualified teaching staff, are key to ensuring our school's growth and success as a thriving educational environment.

As part of our commitment to students and families, IAL will:

1. **Provide High-Quality Curriculum and Instruction:**

We are dedicated to delivering a robust curriculum in a supportive learning environment that enables students to meet and exceed New York State's academic achievement standards.

- **IAL Elementary School** is committed to cultivating young learners through a nurturing, challenging environment that fosters critical thinking, deepens knowledge, and encourages self-reliance and a lifelong love of learning. We prepare students for academic success by laying a strong foundation early on in their educational journey.
- **IAL Middle School** offers an academically challenging and supportive learning environment where students engage in critical thinking and develop the depth of

knowledge necessary to become self-reliant learners who are prepared for success in college, career, and life.

- **IAL High School** emphasizes rigorous academic preparation while exploring individual student strengths, providing a variety of pathways for success in college, career, and life.

2. Hold Parent-Teacher Conferences:

We will hold parent-teacher conferences to review this compact and discuss each child's needs and progress. These meetings will be scheduled by appointment on the following dates:

- September 27, 2024 (Back to School Night)
- December 13, 2024
- March 7, 2025

3. Provide Frequent Progress Reports:

Parents will receive regular updates on their children's academic progress, ensuring clear communication between home and school to support student success. The school will provide reports at the following checkpoints:

Elementary School:

- Quarter 1: September 3rd - November 8th
 - September 27th - Parent Teacher Conference (Back to school)
 - November 8th - Fall Showcase
 - November 22nd - Q1 Report Cards Released
- Quarter 2: November 12th - January 31st
 - December 13th - Parent Teacher Conference
- Quarter 3: February 3rd - April 11th
 - January 31st - Winter Showcase
 - February 14th - Q2 Report Cards Released
 - March 7th - Parent Teacher Conference
- Quarter 4: April 21st - June 24th
 - April 11th - Spring Showcase
 - May 2nd - Q3 Report Card Released
 - June 13th - Summer Showcase
 - June 24th - Q4 Report Card Released

Middle School:

- September 3rd - November 1st: Quarter 1

Inwood Academy for Leadership Charter School

3896 10th Avenue New York, NY, 10034 | (212) 304-0103 | www.inwoodacademy.org

433 West 204th Street New York, NY, 10034 | (212) 665-5570

- September 27th - Back to School Night
- October 10 - Progress Report Grades Released
- November 8th Quarter 1 Grades Released
- November 4th - January 17th: Quarter 2
 - December 13th - Parent Teacher Conferences / Progress Report Grades Released
 - January 24th - Quarter 2 Grades Released
- January 21st - March 28th: Quarter 3
 - March 7th - Parent Teacher Conferences / Progress Report Grades Released
 - April 4th - Quarter 3 Grades Released
- March 31st - June 20th: Quarter 4
 - May 16th - Progress Report Grades Released
 - June 24th - Quarter 4 Grades Released

High School

- September 3rd - October 10th: Semester 1, Marking Period 1
 - September 27th - Back to School Night
- October 15th - November 22nd: Semester 1, Marking Period 2
- November 25th - January 17th: Semester 1, Marking Period 3
 - December 13th - Parent Teacher Conferences / Grades Released
- January 27th - March 14th: Semester 2, Marking Period 1
- March 17th - May 2nd: Semester 2, Marking Period 2
 - March 7th - Parent Teacher Conferences / Grades Released
- May 5th - June 13th: Semester 2, Marking Period 3

4. Provide parents reasonable access to staff. Staff will be available for consultation with parents via email:

- Director of Family and Community Engagement: Tatiana.Mahoney@ialcs.org
- Teacher: [\(firstname.lastname@ialcs.org\)](mailto:(firstname.lastname@ialcs.org))
- Chief School Officer: Bianca.Mercedes@ialcs.org
- Director of School Culture: Mary.Hackett@ialcs.org
- Director of Curriculum and Instruction: Claire.Riccardi@ialcs.org

- Elementary School Team:
 - Director: Gaayathry.Thiyagarajah@ialcs.org
 - Student Intervention Services: Elizabeth.Araya@ialcs.org
- Middle School Leadership Team:
 - Co-Director and Liaison 5th and 6th Grade: Catherine.Jaworskyj@ialcs.org
 - Co-Director and Liaison 7th Grade: Katherine.Cuateco@ialcs.org
 - Co-Director and Liaison 8th Grade: Steven.Brady@ialcs.org
 - Student Intervention Services: Giselle.Tejada@ialcs.org
- Middle School Dean (regarding absences, tardiness, behavioral progress or concerns):
Vicky.Hirald@ialcs.org and Michael.Malcolm@ialcs.org
- High School Leadership Team:
 - Co-director and liaison 9th and 10th Grade: Alyssa.Strykers@ialcs.org
 - Co-director and liaison 11th and 12th Grade Ana.Rodriguez@ialcs.org
 - Student Intervention Services: Jesinta.Blaylock@ialcs.org
 - College and Career Success: Simone.Simith@ialcs.org
- High School Deans (regarding absences, tardiness, behavioral progress or concerns): Justin.Hornedo@ialcs.org and Fred.Sanchez@ialcs.org

Inwood Academy maintains an open-door policy and encourages parents to utilize it in order to resolve problems. Whenever a parent or guardian has a problem or complaint, they are expected to communicate directly with their student's teacher, the Director of School Culture and/or the Director of Family and Community Engagement to resolve problems early and informally wherever possible. Co-Directors are also available to resolve any problems as needed.

Parents can track their children's progress through our **ALMA** system where they have easy access to teachers and staff. Elementary and 5th and 6th grade parents also have access to all their teachers via Class Dojo.

5. Provide parents opportunities to volunteer. Inwood Academy for Leadership provides knowledge and skills for parents to be actively involved in our community and be great role models for their children. All parents of IAL students are automatically members of the Family Council, which is IAL's platform for promoting family leadership, and also to keep parents in the know for school news, events, and resources. The leadership of the Family Council participates in bi-weekly business meetings and receives leadership labs on a monthly basis. The Family Council has received training from Michelle Hoover, Founder and Principal of Baem Leadership, a leadership-development strategist, facilitator, consultant, and coach for Fortune 500 companies in various industries. The Family Council general meetings are held via ZOOM the first Wednesday of every month at 12PM. The executive board meets biweekly on Friday at 8 am.

In the year 2023-24 IAL families made the following requests at Title 1 meetings: improve literacy throughout the school, mental health support, and parenting sessions to strengthen family relationships. IAL offered 78 workshops in response to these requests at the most convenient day and time for parents; based on their feedback from surveys. IAL provided and will continue to provide a calendar of workshops and events available on our website under the Family Calendars tab.

For the 2024-2025 school calendar year, parents voted to learn more regarding the following topics important to them:

- Drug use and abuse
- Dangers of Vaping
- Prescription drug use and abuse
- Understanding Mental Health
- Positive Discipline - sessions on strengthening parenting
- Collaborative Problem Solving
- Brain series

The Family Council already voted for the following IAL Leadership Teams (though not all teams will be active throughout the year):

- **Advocacy Leadership Team**
- **College and Career Readiness Leadership Team**
- **Community Service Leadership Team**
- **Literacy Leadership Team**
- **Small Business Leadership Team**
- **Social and Emotional Development Leadership Team**
- **Together We Can Leadership Team**

*Families can participate in multiple teams based on interests and needs. Leadership teams give monthly updates at Family Council meetings. **Funds from Title 1 will be used only in the support of leadership teams that have a direct impact on academic learning.***

Parent Responsibilities:

We, as parents, will support our children's learning by:

- Monitoring attendance.
- Monitoring media use (video games, social media, television).
- Participating in the Family Council (join a Leadership Team, attend workshops and/or lead events).
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district (either received by my child or by mail) and responding, as appropriate.
- Serving, as possible, on policy advisory groups, such as a Title I, Part A parent representative on the School Support Team or Parent Council officer.

Student Responsibilities:

Elementary School: We, as students, promise to come to school ready to learn, listen to my teachers, and do my best in my work. We will follow school rules, be kind to others, and take care of our school and classroom.

Middle School: We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards by:

- Asking for help when I need to.
- Reading at least 30 minutes every day outside of school time.
- Giving my parents or the adult responsible for my welfare all notices and information received from my school each day.

High School: We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards by:

- Attending school and all classes regularly and on time.
- Seek help when I'm struggling with academic content.
- Inform my parents about my academic progress, challenges, or achievements.
- Explore college or career options and actively engage in planning for my future.

Inwood Academy for Leadership will:

- Involve parents in the planning, review, and improvement of IAL Parent Engagement Policy in an organized, ongoing, and timely way.
- Involve parents in the joint development of any schoolwide program plan in an organized, ongoing, and timely way.
- Hold annual meetings to inform all parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I Parent A programs. The school will hold meetings at convenient times

for parents, offering an additional number of flexible meetings to ensure as many parents as possible are able to attend.

- Provide information to parents in an intuitive and uniform format, including alternative formats upon the request of parents with disabilities and, as far as possible, in a language that parents can understand.
- Communicate with parents in a timely manner about Title I, Part A programs and the proficiency levels students are expected to meet.
- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and, as appropriate, participate in decisions about the education of their children. The school will respond to all suggestions in a timely manner.
- Provide training to equip parents in their leadership roles. All leadership teams are formed based on interests and needs expressed during the Title 1 meetings that directly impact student learning.
- Provide a description and explanation of the school's curriculum and the forms of academic assessment used to measure student progress.
- Provide each parent with individual student reports about the performance of their child on the state assessment in at least math, language arts and reading.