Inwood Academy For Leadership

Community-Focused Leadership.
Character Development.
College Preparedness.

SCHOOL-PARENT COMPACT 2026-2027

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 2026-2027 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.

Inwood Academy for Leadership and our teaching staff commit to students and families to:

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.
- **IAL Teachers (K–12)** commit to helping every student belong, grow, and lead. We will partner with families through caring relationships, strong instruction, and clear communication about each child's progress:

Caring: I will make every family feel welcomed, seen, and valued.

- I will introduce myself early in the year and share how families can reach me.
- I will learn about each student's strengths, interests, and goals, and use what I learn to build connection in the classroom and Advisory.
- I will reach out to share positive moments, including examples of a student's effort, growth, or leadership.
- When a student is new or having a difficult day, I will help them connect with peers and coordinate support with their advisor and student support team.

Responsibility: I will work with families to support each student's academic and personal growth.

- I will explain what students are learning, what success looks like, and how families can support practice at home.
- I will use classroom work, assessments, and i-Ready information to identify strengths and needs, then share specific next steps with families.
- I will help students set goals, monitor their progress, and prepare to explain their learning during student-led family conferences.
- When a student needs additional support, I will work with the family and our student intervention team to identify a plan and monitor the student's progress.

Restraint: I will respond to challenges with patience, compassion, and a commitment to understanding.

- I will listen before drawing conclusions about a student's behavior, attendance, or incomplete work.
- I will communicate concerns privately and respectfully, giving families space to share context I may not know.
- I will use restorative conversations to help students take responsibility, repair harm, and rejoin the learning community.
- When a family and I misunderstand one another, I will seek clarity and focus on a workable next step.

Honesty: I will give families clear, timely, and truthful information about their child's experience at school.

- I will share both strengths and concerns, using specific examples of student work, participation, and progress.
- I will explain when a student is not yet meeting a learning goal, what support we are providing, and when we will check progress again.
- I will be clear about classroom expectations, grading, assignments, and ways families can contact me.
- If I do not yet have an answer, I will say so and follow up with accurate information.

Integrity: I will do what I say I will do and treat families as partners in our school community.

- I will follow through on agreed-upon support and communication, and let families know if a plan needs to change.
- I will document and share next steps after important conversations so we have a common understanding.
- I will invite family questions, ideas, and feedback about their child's learning and sense of belonging.
- I will use family feedback, alongside student voice and evidence of learning, to improve my practice and strengthen our school community.

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 28, 2026 (Back to School Night)
   - November 20, 2026 (Q1)
   - February 5, 2027 (Q2)
   - April 16, 2027 (Q3)
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:[4]

- Quarter 1 ends: November 6, 2026
- Quarter 2 ends: January 22, 2027
- Quarter 3 ends: March 2, 2027
- Quarter 4 ends: June 18, 2027

Middle School: [5]

- Quarter 1 ends: November 6, 2026
- Quarter 2 ends: January 22, 2027
- Quarter 3 ends: March 2, 2027
- Quarter 4 ends: June 18, 2027

High School[6]

- Quarter 1 ends: November 6, 2026
- Quarter 2 ends: January 22, 2027
- Quarter 3 ends: March 2, 2027
- Quarter 4 ends: June 11, 2027

4. Provide parents reasonable access to staff. Staff will be available for consultation with parents via email. Team contacts are listed below:

- Chief School Officer: *Bianca.Mercedes@ialcs.org*
- Director of Family and Community Engagement: *Tatiana.Mahoney@ialcs.org*
- Teacher: (*firstname.lastname@ialcs.org*)

Elementary School Team:

- Director: *Gaayathry.Thiyagarajah@ialcs.org*
- Student Intervention Services: *Elizabeth.Araya@ialcs.org*
- Academic Deans: *Madeline.Tineo@ialcs.org Roberta.Cruz@ialcs.org*

Middle School Leadership Team:

- Director and Liaison 7th Grade: *Katherine.Cuateco@ialcs.org*
- Student Intervention Services: *Giselle.Tejada@ialcs.org*
- Academic Dean of Humanities *Isaiah.Brown@ialcs.org*
- STEM Academic Dean *Sandy.Trinidad@ialcs.org*
- Director of School Culture: *Jason.Lantigua@ialcs.org*
- Dean (regarding absences, tardiness, behavioral progress or concerns): *Vicky.Hiraldo@ialcs.org*

High School Leadership Team:

- Director: *Ana.Rodriguez@ialcs.org*
- Director of College and Career Success: *Simone.Smith@ialcs.org*
- STEM Academic Dean: *Alyssa.Strykers@ialcs.org*
- Academic Dean of Humanities *Yashica.Goulbourne@ialcs.org*
- Dean of School Culture:*Frederick.Sanchez@ialcs.org*
- Dean of Student Affairs (regarding absences, tardiness, behavioral progress or concerns): *Justin.Hornedo@ialcs.org* and *Michael.Malcolm@ialcs.org*

- Assistant Dean of Students: *Ismael.Montas@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 **PowerSchool** system where they have easy access to teachers and staff. Elementary and Middle School 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 parent meetings are held via zoom the second Wednesday of October, December, February, April, June 12:30PM and the second Thursday of November, January, March and May.

Parent Responsibilities:

We, as parents, will support our children's learning by supporting their Belonging, Growth, and Leadership skills.

BELONG

- Share information about our child.
- Keep routines consistent.
- Engage respectfully with teachers and staff.

GROW

- Support learning at home.
- Raise concerns early with teachers and staff.
- Encourage a growth mindset.

LEAD

- Stay connected with teachers and academics through PowerSchool.
- Attend key school events.
- Have a voice in our child's education and school community.

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, Part 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.