Dale Avenue School
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PATERSON PUBLIC SCHOOLS

Laurie W. Newell, PhD, Superintendent of Schools

Rebecca Cecala, Principal
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September 16, 2026

Dear Parent/Guardian:

The *Every Student Succeeds Act (ESSA)*, enacted on December 10, 2015, replaces the *No Child Left Behind Act (NCLB)* and is the latest reauthorization of the *Elementary and Secondary Education Act (ESEA)*.

Although *NCLB* was designed to make changes in teaching and learning to increase students' academic achievement, the Highly Qualified Teacher (HQT) provision under *NCLB* was eliminated from the *ESSA*. Despite this fact, all educators in New Jersey still are required to hold the appropriate state certificate/license for their given position.

Under the *ESSA*, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child's teachers and paraprofessionals. Our school receives Title I funding and we are happy to share this information with you upon your request. Additionally, schools are required to provide timely notice that a student has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements.

New Jersey has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in the Paterson Public School District. All our teachers have college degrees, and many have advanced degrees. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure their teaching skills remain at the highest possible level.

I encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on *ESSA*, and the role of parents, please visit the United States Department of Education's (USDE) website at http://www.nj.gov/education/title1/. Questions regarding this notification should be sent to the district at federalprograms@paterson.k12.nj.us.

By partnering, families and educators can ensure the best education possible is provided to your child.

Sincerely,

_____

Rebecca Cecala
Principal, Dale Avenue School

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New Jersey Department of Education
Title I School Parent and Family Engagement Policy

Title I, Part A regulations require that each school served under Title I, Part A jointly develop with and distribute to parents of participating children, a written involvement policy agreed on by the parents that describes the requirements of the Elementary and Secondary Education Act (ESEA) section 1116. Parent and Family Engagement (c) through (f) as listed below:

C. Policy Involvement

Each school served under this part shall —

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

   November 2, 2026 at 5:00 pm in the Dale Ave. School Cafeteria

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parent and family engagement;

   Daytime and evening meetings are conducted. Childcare is provided during evening meetings.

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy;

   a. Parent Teacher Organization Meetings
   b. Annual School Plan Meetings
   c. Academic and Functional Skills Parent Workshops

4. Provide parents of participating children
    (A) Timely information about programs under this part;
    (B) A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels students are expected to meet regarding the challenging State academic standards; and
    (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
        a. Back to School Night Presentation
        b. Report Card Nights
        c. Parent-Teacher Communication
        d. Parent Workshops
        e. Meetings with Child Study Team and Staff

5. If the Annual School Plan (schoolwide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency.
        a. Parent feedback is solicited during the Title 1 Parent Meeting
        b. Parent feedback is solicited through Parent Surveys
        c. Parent feedback is solicited during the Annual School Plan Meetings

D. Shared Responsibilities for High Student Academic Achievement-

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

a. School-parent compacts were shared during Back to School Night
b. The Parent Title 1 Engagement Letter was distributed during Back to School Night

E. Building Capacity for Involvement-

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

1. Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

a. Parent Teacher Organization Meetings
b. Annual School Plan Meetings
c. Academic and Functional Skills Parent Workshops

2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement;

    a. Parent Teacher Organization Meetings
    b. Annual School Plan Meetings
    c. Academic and Functional Skills Parent Workshops

3. Shall educate teachers, pupil services personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

    a. Information provided at Staff Meetings
    b. Parent Teacher Organization Meetings
    c. Parent Involvement Events and Assemblies
    d. Daily Parent Communication Logs

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

    a. Academic and Functional Skills Parent Workshops
    b. Coordination with Out of District Agencies for Supplemental Student and Parent Support
    c. Parent Support Groups

5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

    a. Parent Newsletters/Correspondence
    b. School Website
    c. Correspondence in native languages

6. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

Development of Annual School Plan Goals

7. May provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

   Family Literacy Workshop

8. May pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions;

   Provide childcare during parent workshops

9. May train parents to enhance the involvement of other parents;

   District Parent Teacher Organization

10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parent and family engagement and participation;

11. May adopt and implement model approaches to improving parent and family engagement;

    Planning of events and workshops through survey feedback and Annual School Plan priority needs

12. May establish a district wide parent advisory council to provide advice on all matters related to parent and family engagement in programs supported under this section;

13. May develop appropriate roles for community-based organizations and businesses in parent and family engagement activities; and

14. Shall provide such other reasonable support for parent and family engagement activities under this section as parents may request.

F. Accessibility –

In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand.

a. Correspondence to parents in native languages
b. Academic and Functional Needs Parent Workshops

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New Jersey Department of Education
Title I School-Parent Compact

Note: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parent and family engagement policy developed by the school and parents under section 1116(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's academic standards.
Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. **Schools and parents are not required to follow this sample template or framework, but if they include all below listed items under "Required School-Parent Compact Provisions," they will have incorporated all information required to be in the school-parent compact, as articulated in section 1116(d) of the ESEA.** Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions, as well, which will support effective parent and family engagement and strengthen student academic achievement.

School-Parent Compact

Dale Avenue School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards.

This school-parent compact is in effect during school year 2026-2027.

Required School-Parent Compact Provisions

School Responsibilities

Dale Avenue School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the challenging State academic standards as follows;

Teachers and Support Staff will plan individualized and small group lessons and activities that support student needs and both academic and functional achievement goals.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held;

   December 1, 2026 – 5:30 pm – 7:30 pm
   February 11, 2027 – 4:30 pm – 6:30 pm
   April 22, 2027 – 5:30 pm – 7:30 pm

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows;

   Standards-Based Report Cards for each Marking Period
   Progress Reports for each Marking Period

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows;

   Parent / Teacher consultation is available to parents via email, scheduled telephone and in-person conferences, Child Study Team meetings, and Report Card Nights.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows;

   Parents are welcome and encouraged to volunteer for school-wide events. Teachers, the Parent Teacher Organization, and School Administration will share opportunities for parents to become involved via email, throughout the school year. Parents may participate in classroom-based activities by advanced appointment.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Ensuring that my child attends school on time and every day
- Making sure homework is completed when assigned
- Monitoring amount of television or electronic device usage by my child
- Volunteering for school 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, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 15 minutes every day outside of school time, when applicable.
- Provide my parents with all notices and information from my school every day.

Additional Required School Responsibilities

Dale Avenue School will:

1. Involve parents in the planning, review, and improvement of the school's parent and family engagement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform 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 convene the meeting at a convenient time for parents and will offer a flexible number of additional parent and family engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide parents children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the challenging State academic standards, Dale Avenue School will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parent and family engagement activities in section 1116 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the State educational agency's (SEA's) written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of

Title I, Part A programs are provided to parents of students and to appropriate nonpublic school officials or representatives.

Signatures

School: **, Dale Avenue School Principal** **Date:**

Parent: **Date:**

Student: **Date:**