

Palisades Park School District

English as a Second Language (ESL)/Bilingual/ World Languages Department

Back –To-School Night 2022-2023

Amy Munn
Supervisor of ESL/Bilingual/World Languages



Palisades Park School District

**Dr. Charles R. Smith Jr.
Early Childhood Center (E.C.C.)**



Pre K-Kindergarten

Lindbergh Elementary School

Palisades Park, NJ



Grade 1 – Grade 6



PALISADES PARK HIGH SCHOOL

1 VETERANS PLAZA PALISADES PARK, NEW JERSEY 07650

Grade 7 – Grade 12

Agenda

- ESL/Bilingual/World Language Program Overview
- Our Goals
- Curriculum & Standards
- Assessments & Placement Tests
- ESL/Bilingual/World Language Report Cards
- Instructional Materials and Resources
- Parent Involvement
- Contact Information



ESL Program Overview

ESL Program is for a student whose primary language or the language of the home, is other than English and would require additional English Language support to develop reading, writing, listening, and speaking skills.

- High-Intensity ESL (ECC/Lindbergh/High School)
- Spanish Bilingual (Kdg, G. 1, 2 and 3)
- Korean Bilingual (Kdg)
- ESL Inclusion (High School)

World Language Program Overview

The World Language department offers Spanish, Korean, and Italian. Students in grades 1 through 4 learn about the basic language and culture of Spanish. Students in grades 5 and 6 learn about the Korean language and culture. Students in grades 7 through 12 are given the option to learn Spanish, Korean or Italian. We offer courses ranging from level 1 through Advanced Placement.

Kdg – G. 4 Spanish

G. 5 & 6 Korean

G. 7-12 Spanish, Korean, Italian

Our Goal

- Our goal is to provide English Language Learners with the skills to gain personal, social, and academic success via the development of listening, speaking, reading, and writing. We also try our best to provide our students with the opportunity to increase global understanding.



Curriculum & Standards

The **WIDA** (World-Class Instructional Design and Assessment) is an educational consortium of state departments of education.

WIDA standards are designed to help measure the academic progress of English language learners. These Standards integrate both language and academic content in four language Domains – Listening, Speaking, Reading and Writing.

Currently, 40 U.S. states participate in the WIDA Consortium. New Jersey is one of them.

Placement Tests & Assessment

- Home Language Survey
- WIDA Placement Test-WIDA Screener
- ACCESS for ELLs 2.0 (Assessing Comprehension and Communication in English State-to-State for English Language Learners)

Report Cards



Palisades Park School District
Lindbergh Elementary School
 403 Glen Avenue
 Palisades Park, NJ 07650
 (202) 947-3554 www.palpschools.org

School Administration
 Todd Berglund, Principal
 Laura Penning, Assistant Principal

School Year:
 Trimester:
 Date Issued:

English as a Second Language Progress Report

Student: _____ Grade: _____ Teacher: _____

Overall Language Proficiency

	Trimester 1	Trimester 2	Trimester 3
Listening			
Speaking			
Reading			
Writing			

Recommendations for Next School Year: Continue ESL Classes Exit Program

Comments

Trimester 1	Trimester 2	Trimester 3

Palisades Park School District **Grade 1 Report Card**

Lindbergh Elementary School

403 Glen Avenue
 Palisades Park, NJ 07650
 (202) 947-3554 www.palpschools.org

School Administration
 Todd Berglund, Principal
 Laura Penning, Assistant Principal

School Year:
 Trimester:
 Date Issued:

Overall Language Proficiency

	Trimester 1	Trimester 2	Trimester 3
Listening			
Speaking			
Reading			
Writing			

Recommendations for Next School Year: Continue ESL Classes Exit Program

Comments

Trimester 1	Trimester 2	Trimester 3

English Language Proficiency Performance Definitions

Level	Performance Definition
4 - Proficient	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified year level oral or written communication in English comparable to English-proficient peers
3 - Emerging	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
2 - Developing	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support general and some technical language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning when presented with oral or written, narrative, or expository descriptions with sensory, graphic or interactive support general language related to the content area
1 - Beginning	<ul style="list-style-type: none"> phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of communication when presented with one-to-multiple step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
0 - Not Beginning	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content area words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support oral language with phonological, syntactic, or semantic errors that often impede the meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

You can find your child's ESL Report Card in Genesis.

Parent Portal
<https://parents.genesisedu.com/palpschools/sis/view?gohome=true>

Textbooks and Materials

- Various ESL textbooks
- Instructional technology
- Digital/online resources
- Independent reading books, etc.
- [Google Classroom](#)



Parent Involvement

Parents are encouraged to be involved in their children's education

How to get involved:

- Bilingual Parent Advisory Committee (BPAC)
- Ask to see your child's agenda/notebook
- Attend the PTA meetings
- Check the school website
- Attend Parent /Teacher Conferences



Bilingual Parent Advisory Committee

(이중언어 학부모 자문 위원회) (Comité Asesor de Padres Bilingües)

Purpose 목적 Propósito

To inform parents about the Bilingual/ESL Program and to offer opportunity for parents to communicate their concerns and to receive answers to their questions.

이중언어 프로그램에 참여하고 있는 자녀를 둔 학부모님들을 위한 질의 응답 기회제공.

Para informar los padres sobre los programas Bilingüe y de ESL, y ofrecer oportunidades a los padres de comunicar sus preocupaciones y tambien tener respuestas a sus preguntas.

BPAC Continued

Who 회원 Quien

Parents of ELLs, Bilingual and ESL teachers, school board member, and school administrators.

When (TBA) 시간 Cuando

The Bilingual Parent Advisory Committee holds 2-4 informational meetings throughout the school year for parents/guardians of students in the program.

Where (TBA) 장소 Donde

One of the three schools (Palisades Park Jr/Sr High School/Lindbergh/ECC)

One of the most important components of the Palisades Park ESL/Bilingual Program is parental involvement. If you are interested in joining the committee, please reach out to me via email.

Contact Information

- Call the main office (ECC/LS/HS)
- Write your messages in your child's notebook.
- Email – refer to the Palisades Park school website
- Google Classroom, Class Dojo, etc



ESL/Bilingual/World Language Staff

Amy Munn ESL/Bilingual/World Language Supervisor K-12
(amunn@palpkschools.org)

ECC Kindergarten

Eimy Padron	Spanish Bilingual (epadron@palpkschools.org)
Leslie Rodas	Spanish Bilingual (lrodas@palpkschools.org)
Jeeyoon Chung	Korean Bilingual (jchung@palpkschools.org)
Laurie Nova	ESL (lnova@palpkschools.org)

Lindbergh G. 1-6

Spanish Bilingual Classes

- G. 1 Paola Stanojevic Spanish Bilingual (pstanojvic@palpkschools.org)
G. 2 Janelle Gratale Spanish Bilingual (jgratele@palpkschools.org)
G. 3 Karla Campose Spanish Bilingual (kcampos@palpkschools.org)

English as a Second Language

- Jackie Oh (jackieoh@palpkschools.org)
Barbara Paiotti (bpaiotti@palpkschools.org)
Hana Veszelszky (hveszelszky@palpkschools.org)
Ebet Diaz (ediaz@palpkschools.org)
Joowon Yim (jiyim@palpkschools.org)
Shamainie Beak (sbugo@palpkschools.org)
Bumsook Lee (blee@palpkschools.org)
Jorge Varga ESL Math (jvargas@palpkschools.org)

Palisades Park Jr/Sr High School

G. 7/8 Andia Gianantonio-Cali	ESL (agianantonio@palpkschools.org)
G. 9-12 Elsa Wajda	ESL (ewajda@palpkschools.org)
G. 9-12 Grace Ko (gko@palpkschools.org)	ESL
G. 9-12 Michelle Rengifo (mrengifo@palpkschools.org)	ESL
G. 9-12 Eric Berman (eberman@palpkschools.org)	ESL

World Languages

LS/PPHS Bumsook Lee
(blee@palpkschools.org)

Korean

PPHS

Jane Cho

Korean (jcho@palpkschools.org)

PPHS Dalia Santiago Spanish (dsantiago@palpkschools.org)

PPHS Rosanna Farnese Spanish (rfarnese@palpkschools.org)

PPHS Mary DeBlasio Italian (mdeblasio@palpkschools.org)

PPHS Andia Giannantonio-Cali Italian/ESL
(agianantonio@palpkschools.org)

Thank you for joining!!!!

THANK
YOU

 *Merci*

谢谢



CHINESE-NAME.ORG

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Obrigado!

 Gracias

 धन्यवाद

감사합니다