Lee's Summit West High School
Language Policy (updated 2026)

Introduction:
International Baccalaureate (IB) schools are required to have a written language policy. This document fulfills this requirement by outlining the philosophy and aims of Lee's Summit West High School's language instruction, the options for Group 1 and Group 2 offered at LSWHS, and detailing support for students for whom English is not their mother tongue.

Language of Instruction:
The language of instruction at Lee's Summit West High School is English, per Lee's Summit R-7 School Board policy. Students who enter the district, who are not considered proficient in English, are provided support through an English Language Learner program. All courses in the Modern Language Department are instructed in the language of the course.

Beliefs
- Language learning is the basis for all learning
- Language learning is a lifelong endeavor
- All teachers are language teachers
- Proficiency in language transfers to other fields of study
- Teachers must be aware of the language needs of their students and work inside and outside the classroom to meet these needs
- Language and culture are tied together and comprise a significant part of a student's identity

Practices
- Students will be encouraged to study at least one language other than their mother tongue to enhance language skills, cultural understanding and internationalism.
- The school should support the use of the mother tongue as this is an integral part of a student's identity.
- The school will provide support for families whose first language is not English by supplying interpreters for conferences, back-to-school night, etc.

Lee's Summit West High School Language Profile
Write this section
Consider - what percentage of students speak English only, percentage of native speakers,
Percentage of students who enroll in an ML course
How we promote ML courses,

English Language Learner Program
As previously stated, English is the language of instruction at Lee's Summit West High School due to Lee's Summit R-7 Board Policy. Students with limited English proficiency can qualify for the English Language Learner program and participate in an English for Speakers of Other Languages (ESOL) classroom. Qualifying students will take a placement test at the beginning of their entry into the program to determine their level of English proficiency. Based on those results, they will participate in an individualized instructional plan within the ESOL classroom to build their English skills. When a student reaches an appropriate level of English proficiency, he or she may enroll in a varied number of courses outside the ELL program with various levels of

support provided both by the classroom teacher and the ESOL teacher. This school is part of the national WIDA language consortium, which promotes high standards, learning and pedagogical support for language learning.

Professional Development and Training
The English Language Learner lead teacher shares a monthly presentation called Teaching English Language Learners Tips and Tech (TELL). It is full of free online EL resources and ELD professional development. The school district has also offered free 2-day pair training for core teachers who will be teaching English Learners.

Support for the mother tongue/language development support
Lee's Summit West High School recognizes the cultural richness that students with a mother tongue other than English bring to our school and our ability to learn from them. As a result, students are encouraged to share their experience with their classmates. To identify the student's mother tongue in IB courses, teachers and/or the IB coordinator will survey classes at the beginning of each school year. For students whose mother tongue is not English, they will be given the opportunity to take their IB exams in their mother tongue if they choose. Students will be informed of the opportunity to take a self-taught Language A1 course. The IB Coordinator will be responsible for making sure IB has the necessary documentation for this option and that the student receives the necessary support to complete this course.

Lee's Summit West High School also offers a Spanish for Heritage Speakers course. In this course for students who speak Spanish at home, the language of instruction is Spanish, and the goal is to expand student awareness of the culture associated with Spanish-speakers, refine Spanish grammar and reading skills, and develop creative and academic writing skills in Spanish.

Communicating with non-English speaking parents (families)
Lee's Summit West High School is dedicated to effective communication with families. To support families whose mother tongue is not English, translators are available for conferences, whether in person or by phone. The ESOL teacher serves as a liaison between the school and homes where English is not spoken.

Expansion of Online Language Course Offerings ("Course & Career Planning Guide", 24).
Students also have the option to take modern language courses online through our R-7 Online Academy.

Course Offerings include
- French I, II
- German I, II
- Spanish I, II

In addition to courses provided through R-7 Online Academy, the Missouri Course Access and Virtual School Program (MOCAP) offers online courses for students statewide. MOCAP courses are available to students in the R-7 District. Please contact your school counselor for more information about MOCAP classes or visit https://mocap.mo.gov/ 25

Seal of Biliteracy ("Career and Educational Planning Guide" pages 14-15)
The Missouri Seal of Biliteracy is an award granted by a local district to recognize a student who has attained proficiency in English and one or more other world language(s) before high school graduation. The recognition of attaining biliteracy becomes a part of the high school transcript for these students and serves to certify attainment of biliteracy for the community, employers and universities.

The Missouri Seal is meant to:

- encourage the study of a second language;
- recognize, promote, and praise students for their accomplishment;
- value diversity;
- provide employers with a means of identifying bilingual employees;
- provide universities with a method to recognize and give credit to applicants;
- prepare students with 21st century skills that will benefit them in a global economy and society; and
- strengthen relationships and honor the cultures and languages in a community.

Benefits to Earning the MO Seal of Biliteracy

- Certifies attainment of biliteracy to employers, universities, and the community
- Provides for possible university incentives
- Provides official documentation on high school transcript
- Offers recognition at high school awards ceremony
- Gives special recognition from the district including a certificate and a diploma seal

Seal of Biliteracy Eligibility

The Missouri Seal is intended to be earned by graduating high school students as well as awarded and celebrated at the culmination of the students' senior year. Native English-speaking students may acquire the second language through traditional world language classrooms, community-based programs, at home, worldly experiences or any other method attempted by the student. English learners (ELs) and other heritage language learners are also eligible. It is important to emphasize that all students acquiring any language in addition to English are potential awardee. As the Missouri Seal is intended to promote not only the acquisition of a second language but also the participation in a global society and economy, a measure of sociocultural competency is required of all students earning the Missouri Seal.

Steps to Obtain the MO SOBL within LSR7

A. Student submits an online Seal of Biliteracy Application to apply for the Seal of Biliteracy on or before November 1st.
B. Student demonstrates English Language Proficiency based on the following criteria:

Students only need one standardized measure of English proficiency.		
Criteria	Seal of Biliteracy	Distinguished Seal of Biliteracy
English II EOC	Proficient/Advanced	Proficient/Advanced
ACCESS	4.0	4.7
ACT (Reading portion)	18	21

C. Student will be contacted to schedule to take the STAMP 4S test in his/her second language or his/her native language. Languages offered: Arabic, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin Chinese (Simplified and Traditional), Polish, Portuguese, Russian, and Spanish. All other languages not offered by the STAMP 4S will be assessed by using a language portfolio. Student demonstrates proficiency in one or more languages other than English based on the following criteria:

Students only need one standardized measure of languages other than English proficiency.		
Criteria	Seal of Biliteracy	Distinguished Seal of Biliteracy
IB Language B Standard Level (SL)	4 or higher	6 or higher
IB Language B Higher Level (HL)	4 or higher	5 or higher
STAMP4S	Intermediate Mid in each domain	Advanced Low in each domain

D. Upon receiving a passing score on the STAMP 4S test, the student will be contacted by a Seal of Biliteracy Coordinator, modern language teacher, or ELL teacher to discuss a plan of action for a sociocultural competence essay. Student submits an essay that demonstrates high levels of sociocultural competence as it relates to English and the LOTE no later than March 1st. Student work must score an average of 3.0 or greater on the Scoring Rubric when weighting four evaluators' scores: high school site sponsors and the district coordinators will appraise the student work. In this essay, students will: “Describe ways in which your language skills have helped you connect to and improve your local and global community. and/or Describe how your language skills can help you continue to connect with and improve your local and global community in the future.”

IB Language Offerings

Group 1--IB English A1 Literature is the only classroom-based IB Group 1 course offered at Lee's Summit West High School. Other English language instructional courses are reviewed regularly, based on collected test score data and updated expectations provided by local universities and the International Baccalaureate. As a result, curriculum requirements and teaching strategies are updated.

Group 2

This table summarizes the Group 2 offerings and course sequence for Group 2 languages at Lee's Summit West High School and our feeder schools, Pleasant Lea Middle School and East Trails Middle School (6-8 grades)

Grade		French	German	Spanish	Mandarin
7	Exploring Languages and Culture elective course				
8		French 1	German 1	Spanish 1	Mandarin 1
9		French 1-2	German 1-2	Spanish 1-2	Mandarin 2
10		French 1-3	French 1-3	Spanish 1-3	Mandarin 1-3
11		French 1-4 Year 1 of IB French SL or	German 1-4 Year 1 of IB German SL or	Spanish 1-4 Year 1 of IB Spanish HL or	Mandarin 1-4

		Year 1 of French *ab initio***	Year 1 of German *ab initio***	Year 1 of Spanish *ab initio***	
12		IB French 5*	IB German 5*	IB Spanish 5 SL Or Year 2 of IB Spanish HL	Mandarin 5 ***

* Students must have at least 4 years of the language to test in IB French SL, IB Spanish SL, IB Chinese, or IB German SL.

On a case-by-case basis, select students may take Spanish, French, or German *ab initio* by taking the level 2 and 3 French or German courses. These courses are taught or supervised by teachers who are IB language teachers and/or who have ab initio training. These teachers have had or plan to have *ab initio* training.

Curricular Co-Curricular and Extra-Curricular Support and Exchange Programs

Asian Student Club
Chinese Club
French Club
French Honor Society
German Club
German Honor Society
Spanish Club
Spanish Honor Society
Deutsche Ehrenverbindung (German Honor Society)???
Exchange programs with sister schools in France, Germany, and Costa Rica
Chinese Exchange
Extracurricular travel opportunities abroad
District Spanish Exchange/Travel Experience
Sign Language Club
School to School Exchange
Seal of Biliteracy

LSR7 Board Policy IGBH: Programs for English Learners - Revised 6.22.23 IGBH

Provide link or full policy?

The board of education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs.

Definitions

English Learner (EL) – Any student who:

1. Is age 3–21, and
2. Is enrolled or is preparing to enroll in the district, and
3. Has difficulties speaking, reading, writing or understanding English that may be sufficient to deny the individual the ability to attain proficiency on state assessments, the ability to be successful in a classroom where instruction is in English, or the opportunity to participate fully in society, and
4. Meets one of the following additional requirements:
    - Was not born in the United States or whose native language is a language other than English, or
    - Is Native American, an Alaska Native or a native resident of the outlying areas who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, or
    - Is a migratory individual whose native language is a language other than English and who comes from an environment where a language other than English is dominant. *Immigrant Student* – A student between the ages of 3 and 21 who was not born in a state of the United States of America and who has not been attending schools in any one state for more than three full academic years.

Identifying EL Students

The district will screen for EL students by administering the Language Use Survey (LUS) created by the Missouri Department of Elementary and Secondary Education (DESE) to all enrolling students. The LUS will be administered in a language the parent/guardian understands using translation or interpretation. This survey may be incorporated into district enrollment forms provided to all students.

Students whose LUS indicates a language other than English and possible language barriers will be referred to the superintendent or designee for additional screening using the DESE-adopted screening tool for determining the level of English language proficiency. The screening results will be used to identify students eligible for EL services and assist in a program placement that meets the students' needs. The district will make every effort to complete the screening process within 30 days of the first day of school or, for students who enroll after the first day, within 30 days of the student's enrollment.

The completed LUS and all other screening results will be retained in the student's permanent record.

Placement of EL Students

Students will be placed in a language instruction educational program (LIEP) based on their current level of English proficiency and in accordance with the standards established by DESE. The district's program is designed to increase English proficiency and academic achievement. Students in these programs will be held to the same academic achievement standards established for all students. If the district offers more than one type of LIEP, students will be placed in an LIEP that is in their best educational interest.

Students will transition out of an LIEP only after meeting state-established exit standards.

Parental Information

The district will, through parental involvement and outreach activities, provide parents/guardians of English learners with information about how the parents/guardians can be active participants in helping their students learn English, achieve at high levels in core academic subjects and meet state-established learning standards.

The parents/guardians of each student identified as an EL student will be informed of:

1. The reasons for identifying their student as an English learner in need of placement in the district's LIEP.
2. The student's level of English proficiency in reading, writing, speaking and listening; how that level was assessed; and the status of the student's academic achievement.
3. The method of instruction that will be used in the program the student is or will be participating in and the methods of instruction used in available alternative programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction.
4. How the program will meet the educational strengths and needs of the student.
5. How the program will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements of the program, including expected rate of transition from such programs into classrooms that are not tailored for EL students.
7. The expected rate of graduation from high school, including four-year and extended-year adjusted cohort graduation rates for the program if Title III funding is used in high schools.
8. If the student has an individualized education program (IEP), how the LIEP will meet the student's IEP objectives.

Parental Rights

Parents/Guardians will be notified within 30 days after the opening of school enrollment if their student is identified for participation in or is participating in an LIEP. For those students who were not identified as EL prior to the beginning of the school year, but are identified during the school year, such notice shall be provided within two weeks of the student being placed in an LIEP.

Parents/Guardians of EL students have the right to decline the placement of their student in an LIEP, choose an LIEP other than the one recommended by the district (if other programs are offered by the district) or have their student immediately removed from an LIEP upon their request.

Parents/Guardians may opt their student out of the district's LIEP by contacting the EL coordinator and attending a meeting with the coordinator and one or more LIEP instructors to discuss the results of the student's screening assessment and information about the LIEP. Parents/Guardians who decline language instruction will be asked to sign a waiver exempting their student from instruction. Students removed from the district's LIEP will continue to receive language supports in the regular classroom, and the district will continue to monitor the student's progress toward English proficiency. Parents/Guardians may not refuse regular classroom supports and may not opt their students out of statewide assessments to determine English proficiency.

A written copy of these rights, which may be a copy of this policy, will be provided to parents/guardians of EL students and, to the extent practicable, will be provided in a language the parents/guardians understand.

Parental Notification

Pursuant to federal law, if the district's English language program fails to make progress on annual measurable achievement objectives, the district will notify parents/guardians of students participating in the district's program. Such notice shall be provided within 30 days after the district learns of the failure.

EL Coordinator

The EL coordinator shall have the following duties:

1. Provide parents/guardians with notice of and information regarding the LIEP as required by law.

2. Ensure that any student whose LUS indicates a language other than English will be further screened and assessed for English proficiency using the state-provided instruments.

3. Determine the appropriate instructional environment for EL students.

4. Maintain records relating to the LIEP and prepare reports for submission to DESE.

5. Reach out regularly to parents/guardians of EL students, assist them in becoming active participants in their students' learning, and provide information about the district's parent and family involvement and engagement activities.

6. Evaluate the effectiveness of the LIEP and make recommendations for revisions.

7. Prepare reports on immigrant students for submission as required by DESE.

LIEP Staff

Teachers and paraprofessionals working in the district's LIEP will have all required state and federal certifications and other qualifications required by law. In addition, teachers and paraprofessionals providing services to English learners will be comparable in terms of education, experience and effectiveness to teachers and paraprofessionals who are providing services to students who are not English learners.

Assessment

In addition to other required assessments, the district will annually assess the English proficiency of EL students in accordance with state and federal law and the district's assessment policy.

Nonpublic Participation

The district will consult with representatives of nonpublic schools as required by federal law.

Lau Plan

Pursuant to federal law, the district's program for educating English learner (EL) students must be based on sound educational theory, including an effective and research-based instructional program; be adequately supported with staff and resources sufficient to ensure that the program has a realistic chance of success; and be evaluated periodically and, if necessary, revised. The plan created by the district to meet these requirements is often referred to in state and federal guidance as a "Lau Plan."

Language Policy Review

The Lee’s West Summit Language Policy is subject to review each year by IB faculty and the LSWHS Leadership Team, which consists of administrators and a representative from each department. It is the IB coordinator’s responsibility to ensure this occurs. The last review was Spring 2026

FILE: IGBH-AF1 STUDENT HOME LANGUAGE SURVEY

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PROGRAMS FOR LIMITED ENGLISH PROFICIENT/
LANGUAGE MINORITY STUDENTS
(Student Home Language Survey)
Student's Name: _____/_____/_____
Date: _____ School: _____
Person Completing Survey: _____Mother _____Father _____Student _____Guardian
_____Other (specify): _____

Circle the best answer to each question as it pertains to the student and provide additional information:

1. Was the first language you learned English? No Yes
2. Can you speak a language other than English? No Yes
3. Is any language other than English used at home? No Yes
4. Which language do you use most often with friends? English Other:
5. Which language do you use most often with parents? English Other:
6. Which language do you use most often with other relatives? English Other:
7. Have you attended school in a country other than the U.S.? No Yes (How long/what grades)
8. Have you attended another school in the United States? No Yes (Where and How Long)
9. Have you attended another school in Missouri? No Yes (Where and How Long)
10. Please provide any other related information that would help the school (for example, referral to gifted or special education programs in prior schools, etc.)

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Note to school Staff: This form should be given to all new and enrolling students. Any student who indicates the use of a language other than English should be assessed as to English proficiency. Elaboration on any of the above answers may
be useful before administering detailed tests.

Adapted from the Assessment of Language Minority Students: A Handbook for Educators. Illinois Resource Center, 1985.
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Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.

Implemented: 12/12/2002
Reorganized School District No. 7 Jackson Co., Lee's Summit, Missouri

English Language Learning syllabi can be found on the Lee's Summit West High School website under "academics" or they can be found on pages submitted for IB evaluation.