

BILINGUAL STUDENT EDUCATION: Equity and Quality in Education

I. PURPOSE

The purpose of this policy is to establish a process that ensures that students, whose first language is not English, have language learning opportunities, comprehensible instruction and materials, and academic choices within the Minneapolis Public School system. It will ensure equity in education for students who speak a language other than English by recognizing students' native languages as an asset to be built upon and maintained for educational success. It also is a framework for compliance with state and federal law governing the education of English Language Learners.

II. GENERAL STATEMENT OF POLICY

The Board of Education supports district programming and curriculum that promotes the accelerated academic achievement of English Language Learners, and recognizes the important role played by multilingualism in achieving academic success and future careers of Minneapolis Public School students. Successful programs that serve these students may include one or more of the following components – English as a Second Language, Bilingual, Immersion and Sheltered Instruction.

III. REQUIRED ACTIONS

A. BOARD OF EDUCATION

The Board of Education will provide resources and organizational support to help schools implement successful programming and curriculum for English Language Learners' academic needs based on guidelines and procedures established by the Superintendent.

B. SUPERINTENDENT

1. The Superintendent shall develop and publish guidelines and procedures to ensure equity and quality in education for English Language Learners and students in bilingual programs. The guidelines and procedures must be based on best practice research on language development and consistent with state and federal laws.
2. The Superintendent shall assure that the guidelines and procedures are communicated effectively to families who speak a language other than English in their home and to District staff.

3. The Superintendent shall adopt and implement accountability measures for ensuring equity and quality in education for English Language Learners and bilingual programs. The accountability measures must establish that each site offering ELL and bilingual programs maintains appropriate levels of staff, effective curriculum, appropriate materials, effective communication with families and other measures that help ensure a quality education for all students attending Minneapolis Public Schools.

Legal Reference: Education for Limited English Proficient Students Act, Minnesota Statutes, Section 124D.58 to 124D.64.
Lau v. Nichols, 414 U.S. 563 (1974); Castaneda v. Pickard, 648 F. 2nd 989 (5th Cir. 1981); Plyler v. Doe, 457 U.S. 202 (1982).
Civil Rights Act of 1964, Title VI

Policy

Adopted: 06/13/2006

**Minneapolis Board of Education
Minneapolis, Minnesota**