

FEDERAL ACTS AND CASES PERTAINING TO ENGLISH LEARNERS

This section discusses key legislation and landmark cases that have shaped bilingual education at both the federal and state level.

[Title VI, Civil Rights Act of 1964](#)

- Prohibits denial of equal access to education to PK-12 public school students who are not yet proficient in English.

[Equal Educational Opportunity Act of 1974](#)

- A school district must provide services that will enable English learners to “overcome barriers that impede equal participation by these students in the district’s instructional programs” (see 20 USC 1703).

[Lau v. Nichols \(1974\): The Lau Remedies](#)

Public school districts must:

- Identify and evaluate national-origin-minority students' English language skills;
- Determine appropriate instructional treatments;
- Decide when English learners are ready to transition to general education classes;
- Determine the professional standards to be met by teachers of English learners.

[Castaneda v. Pickard \(1981\): The Castaneda Standard](#)

Programs for language-minority students must be:

- Based on a sound educational theory;
- Implemented effectively with sufficient resources and personnel; and,
- Evaluated to determine whether they are effective in helping students overcome language barriers.

[Elementary and Secondary Education Act – Title III - 'English Language Acquisition, Language Enhancement, and Academic Achievement Act'](#)

- Ensure that English learners and immigrant students attain English proficiency and develop high levels of academic attainment (Sec. 3102 (1)).