



English Language Development: Building a Comprehensive Program for Multilingual Learners

Board of Education Update | September 17, 2026

Our Multilingual Community

- 1,397 English Learners in 2025–2026
- 52% of all NCSD students are multilingual
- 71 countries represented
 - Top 5: India, Japan, Mexico, Korea, Brazil
- 20 ELD Teachers
- 7 Community Liaisons
- 1 Administrative Assistant

We are committed to ensuring that all multilingual students have access to rigorous instruction, meaningful inclusion, and strong partnerships between school and home.



ELD: Aligned with the Graduate Profile

Effective Communicators: Students develop the academic and social language needed to express ideas, advocate for themselves, and engage with others across settings.

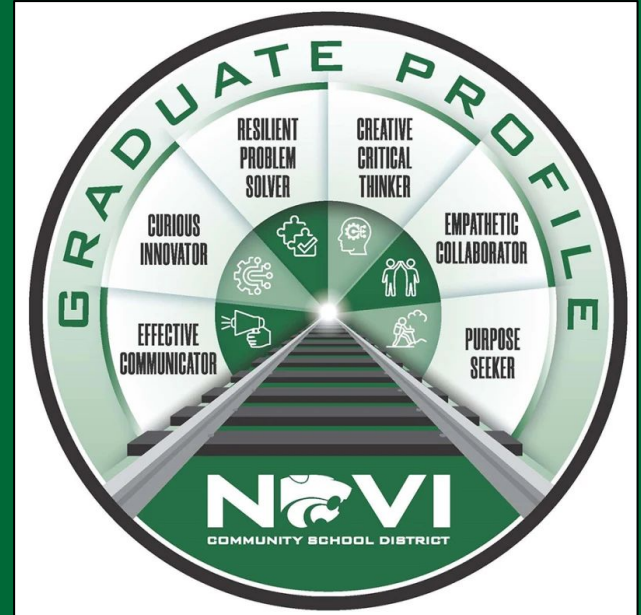
Empathetic Collaborators: Multilingualism and cross-cultural experiences bring valuable perspectives to classrooms and communities.

Creative Critical Thinkers: Students learn to navigate complex ideas across languages, cultures, and content areas.

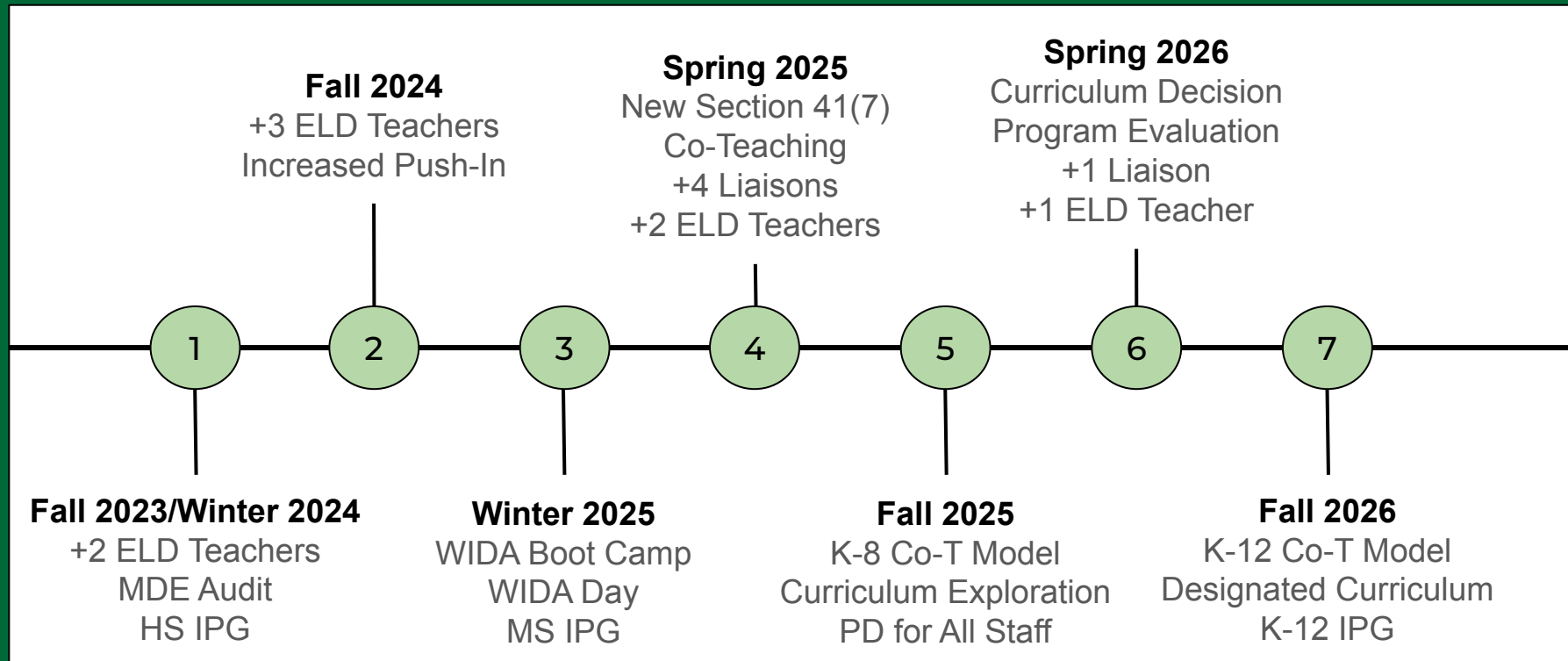
Resilient Problem Solvers: Learning content while developing a new language requires persistence, flexibility, and problem solving every day.

Curious Innovators: English Learners draw from multiple linguistic and cultural perspectives to make connections and approach problems.

Purpose Seekers: Language access allows students to explore interests, develop their identities, and envision their futures.



Program Changes 2023–Present



Michigan's Updated ELD Requirements

Beginning in the 2025-26 school year, Michigan established statewide minimum requirements for English Language Development instruction through Section 41(7).

These requirements define both **how** students are served and the **minimum amount of direct ELD instruction** they must receive based on English Proficiency.



Office of Educational Supports English Language Development Instruction Models Section 41(7) of Public Act 120 of 2024

Introduction

The Michigan Department of Education (MDE), Office of Educational Supports (OES), in collaboration with an ad hoc subcommittee comprised of members of Michigan's English Learner Advisory Committee and its subcommittees, established the requirements for the [Section 41\(7\)](#) English language development (ELD) instructional models as codified in this section of Public Act (PA) 120 of 2024.

A structured and effective ELD program that supports language acquisition and meaningful access to the core curriculum is a critical component of education for English learner (EL) students across the United States. Under federal laws, including [Title VI of the Civil Rights Act of 1964](#) and the [Equal Educational Opportunities Act](#) (EEOA), state education agencies and school districts have "legal obligations to ensure that EL students can participate meaningfully and equally in educational programs and services" ([Dear Colleague Letter 2015](#)). In Michigan, the Elliott-Larsen Civil Rights Act mirrors Title VI protections. Section 41(7) of PA 120 of 2024 brings specificity to these federal and state mandates by requiring districts to implement specific program models and minimum instructional times for EL students based on their proficiency levels. This document provides an overview of the Section 41(7) requirements, the rationale behind these program models, and practical guidelines for districts to meet the established standards. By aligning state-level policies with federal obligations, these requirements seek to enhance the educational experience of EL students and promote their academic success.

Section 41(7) requirements

The Office of Civil Rights (OCR) and Department of Justice (DOJ) have conducted investigations resulting in numerous settlements and agreements related to the provision of EL services. MDE staff and the EL Advisory Committee members completed an extensive review and compilation of the OCR and DOJ settlements and agreements from the past 20 years. This [compilation](#) provides an overview of the settlements and agreements reviewed and a brief summary of the review. These settlements and agreements establish minimum service models that inform MDE's selected program models. MDE's required program models and minutes require a minimum of 60 minutes daily (proficiency levels 1.0-1.9) and 30 minutes daily (proficiency levels 2.0-4.7) of ELD for all EL students.

It is important to note that while Section 41 now requires districts to meet minimum requirements for models and intensity (minutes) of service, state and federal law require service for EL students independent of what is required in Section 41. Accepting Section 41 funding and working to meet the requirements for program models and minutes of service aligns with these existing requirements and provides an additional funding source to support EL student services.

Section 41(7) reads:

(7) By not later than March 1, 2025, the department shall establish English language learner program models that establish a minimum number of minutes per week that districts must provide direct English language development (ELD) instruction for students according to the student's proficiency levels. These models must be compliant with federal requirements related to English language learner program services. It is the intent of the legislature that, beginning in 2025-26, to be considered an eligible recipient of funding under this section, a district must agree to meet or exceed the minimum number of minutes per week, as determined by the department, that the

Required Minimum Service by English Proficiency

English Proficiency	Minimum Weekly Service
Levels 1.0–1.9 (Entering/Emerging)	300 minutes/week of ELD, including at least 150 minutes of Designated ELD
Levels 2.0–4.7 (Developing/Expanding)	150 minutes/week of Designated ELD, Integrated ELD, or a combination of both



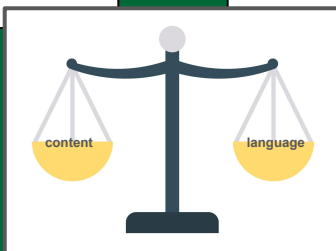
Required Service Models

Designated ELD: Levels 1.0-1.9

- Dedicated English language instruction separate from core content (this is considered Tier 1 instruction)
- Typically delivered through a small-group lesson or ELD class
- Focuses explicitly on developing English language proficiency

Integrated ELD: 1.0-4.7

- English language development embedded within grade-level instruction
- General education and ELD teachers intentionally teach language and content together
- Supports access to grade-level curriculum



Our Vision: Building a Comprehensive Program

High-Quality Instruction

Every multilingual learner has access to grade-level curriculum and English Language Development.



IA, SS

Family Partnership

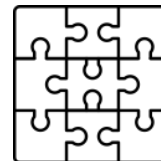
Families receive meaningful communication and culturally responsive opportunities to engage with schools.



W

Student Belonging

Students see themselves reflected, valued, and fully included in every school community.



W, SPI

Supporting Students Through High-Quality Instruction

Elementary

- Expanded ELD staff, co-teaching, and co-planning
- Strong collaboration in ELA curriculum implementation
- Embedded language supports within grade-level instruction

Secondary

- Expanded ELD course offerings
- Reduction in sheltered classes and exclusionary practices
- Increased co-teaching, access to grade-level content and peers

Dual-Identified Students

- Increased collaboration with Special Education
- Improved services for dual-identified students
- Expanded access to ELD for students in self-contained settings

Grow Your Own:

Novi has twice been awarded an MDE grant (27b) to sponsor four teachers in earning their ELD certification from Western Michigan University's graduate program.

Stephanie Giese (PV)

Becky Swiech (NW)

Rachel Schypinski (NHS)

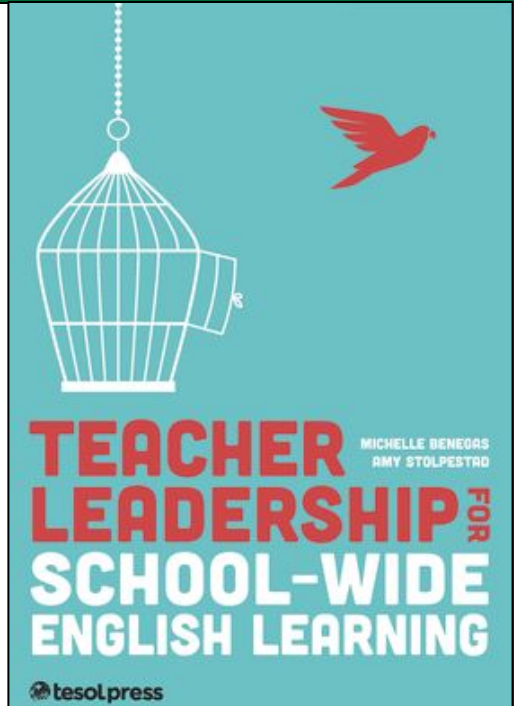
Ashley Harvey (NHS)

Supporting Every Staff Member

The ELD Department grounds its work in the teacher leadership for school-wide English learning (SWEL).

Current Areas of Support

- Co-Teaching and Co-Planning
- Scaffolds Development
- ELA Curriculum Implementation
- ELD Coaching & Modeling
- Facilitating PD for Staff
- Interpreting ELD Data
- Acting as Building Coordinators for the Program



Specialized Leadership

Content Area Leaders | Lyndsey McClintic & Cindy Stiff

WIDA Screener Coordinator | Kristy Hubenschmidt

ECEC ELD Consultant | Victoria Harrison

Family Engagement Coordinators | Shannon Hadley & Sheri Uchiyama

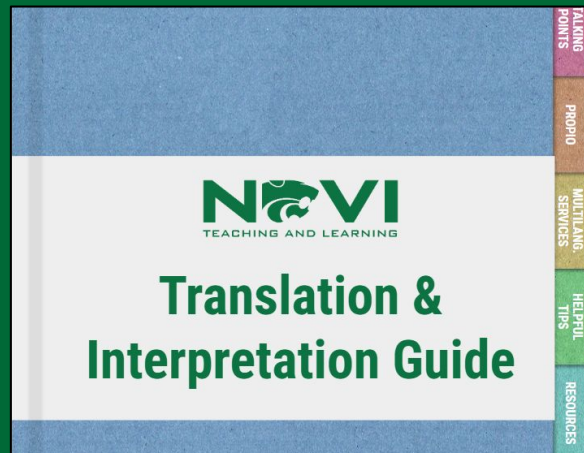


Language Access

One important area of growth over the past three years has been developing consistent district-wide expectations for language access.

Highlights

- Translation & Interpretation Guide
- Best practices for instructional translation and family communication
- Professional development for staff
- Increased access to professional interpreters
- Clear district procedures
- Consistency across schools



Our Community Liaisons

Connecting Families and Schools

- Enrollment
- Communication
- School Events
- Community Resources
- Cultural Navigation

They help ensure every family can ***meaningfully participate*** in their child's education.



Family Engagement in Action

- Newcomer Welcome
- Building Tours
- Informational Seminars
- Mental Health Events
- International Parent Groups (IPG)
 - High School IPG est. 2023
 - Middle School IPG est. 2024
 - Coming Soon! Meadows & K-4 IPG



Learning From Our Liaisons

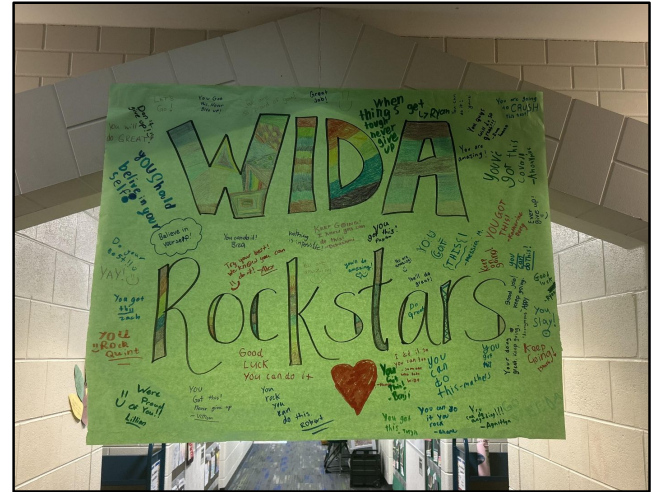
In June, Novi staff members and guests participated in a full-day cultural immersion experience designed to deepen understanding of the students and families we serve. Our amazing liaisons acted as cultural tour guides!



Second Annual WIDA Day

Rather than pulling students from instruction for multiple testing sessions across several weeks, Novi created a single district-wide testing day, similar in structure to traditional SAT testing.

- 95% of ELs tested in one day
 - 229 Kindergarten Tests, 1110 Listening Tests, 1110 Reading Tests, 1094 Speaking Tests, 438 Writing Tests
- Collaboration across every building
- Minimized disruption to instruction
- Positive student and family experiences
- Generated statewide interest



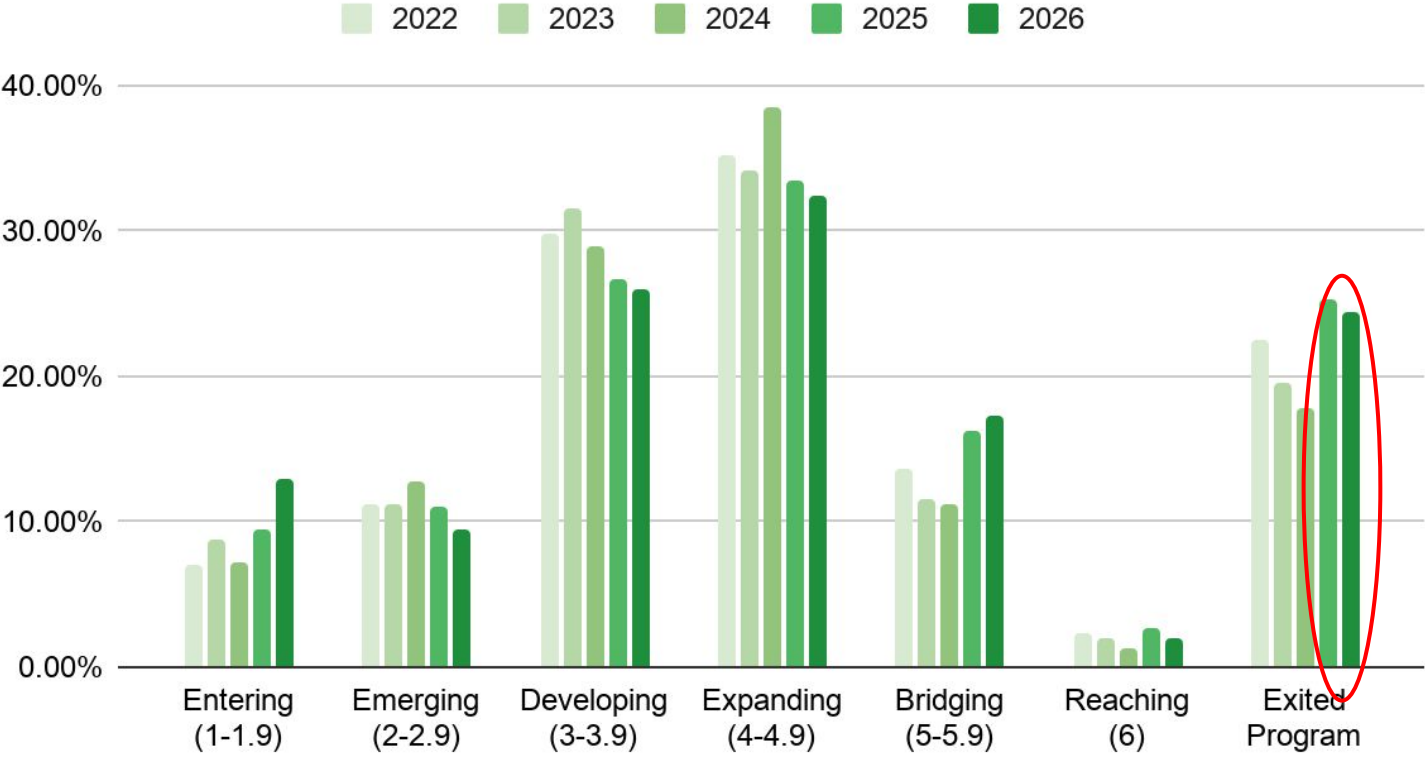
WIDA ACCESS: A New Baseline

For 2026, WIDA introduced a revised WIDA ACCESS assessment aligned to the WIDA ELD Standards Framework (2020). Changes included updated test content and scoring, new Speaking and Writing rubrics, and a fully redesigned Kindergarten assessment.

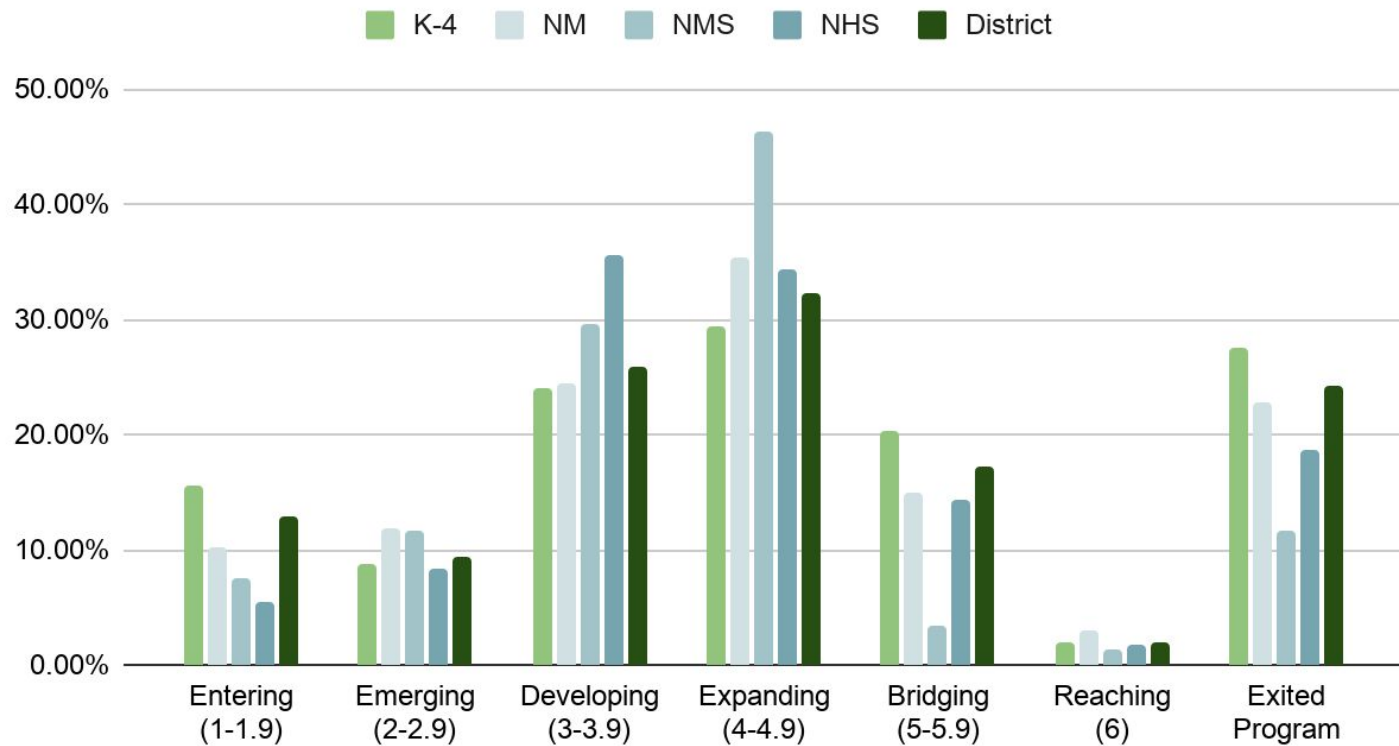


	2025 WIDA ACCESS			2026 WIDA ACCESS		
School	Total Caseload	# of Exits	Exit %	Total Caseload	# of Exits	Exit %
OH	153	36	24%	143	32	22%
NW	185	42	23%	197	61	31%
VO	212	54	25%	195	59	30%
PV	262	37	14%	251	62	25%
DF	167	38	23%	161	47	29%
NM	178	52	29%	167	38	23%
NMS	156	45	29%	145	17	12%
NHS	190	77	41%	166	31	19%
Novi4ALL	0	0	-	1	0	0
District	1503	381	25%	1426	347	24%

District Data Trends by Level



2026 ACCESS Scores by Proficiency Level Grades K-12



Leading the Way

Novi is developing and sharing new models that are influencing multilingual learner practices across Oakland and Wayne Counties, Michigan, and the midwest.

Co-Teaching & Co-Planning

WIDA Day

Family Engagement

Liaison Model

Culturally Responsive Mental Health

Professional Development

MDE EL Network: *WIDA Day* (Spencer Riley)

OS EL Network: *Co-Teaching Panel* (Cindy Stiff, Sheri Uchiyama, Lyndsey McClintic)

MABE: *Culturally Responsive Mental Health*
(RosaLeigh Johnson, Spencer Riley)

ML Summit Pre-Conference: *Teaching with Language in Mind* (Lyndsey McClintic, Spencer Riley)

ML Summit: Scaffolding for MLs (Kara Reddmann)

Upcoming! MITESOL and J.E.D.I.

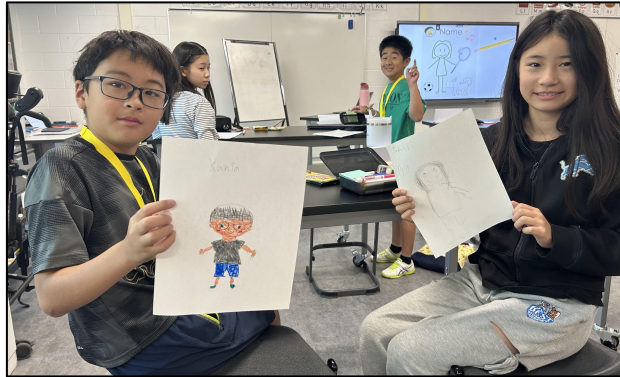
Looking Ahead: 2026-27 Priorities

- Support K-12 ELA curriculum implementation
- Expand and improve co-teaching
- Strengthen collaboration with Special Education
- Increase family engagement opportunities
- Further develop ELD teacher leadership
- Implement Michigan's evolving ELD requirements
- Continue developing and sharing culturally responsive mental health practices
- Maintain Novi's role as a leader in multilingual and multicultural education



Supporting Multilingual Students Takes All of Us

Our progress is possible because of incredible ELD teachers, community liaisons, classroom teachers, administrators, support staff, families, and students who make this work possible every day.



Thank you for your continued support of Novi ELD!