

**Guidelines For Implementing  
Language Transition  
Support Services**



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Ann Anderberg, Windham  
Juneal Bartlett, Glastonbury  
Migdalia Bisch, Bridgeport  
Diane Di Stefano, Bridgeport  
Lupe Dauplaise, Stamford  
Augusto Gomes, Danbury  
Adnelly Marichal, New Britain  
Ana Maria Olezza, Hartford  
Glorianne Rusate, Wallingford  
Karen Serret, Waterbury  
Fernando Tiago, Meriden

## **PREFACE**

In 1999, the Connecticut General Assembly revised the state's bilingual education statute. One provision mandates that students who do not meet the English mastery standard on the annual assessment at the end of 30 months in the bilingual education program must receive language transition support services (LTSS) until they meet the standard. This requirement will be implemented for the first time in 2002-03.

In the year following enactment of the statute, bilingual education program directors and English-as-a-second- language (ESL) program administrators requested that the State Department of Education provide them with guidelines for implementing this new provision. A statewide committee for developing LTSS guidelines was organized in 2001. It was composed of administrators and practitioners from bilingual education and ESL programs throughout the state.

The committee focused on three components of effective LTSS. First, it provided a definition and description of LTSS and made recommendations for organizing school- and district-level LTSS teams. Second, the committee outlined the materials and human resources needed to provide LTSS. Third, it spelled out the types of ongoing, long-term professional development that must take place for administrators, teachers and specialists engaged in LTSS to ensure success over time.

Committee members stressed the importance of LTSS as a collaborative effort and as a shared responsibility among all school personnel involved in educating English language learners (ELLs). Members also pointed out the importance of building LTSS on the 30 months of language and academic instruction that students received in the bilingual education program and of providing the enriched and accelerated language and academic instruction that will enable ELLs to succeed in the mainstream program and to close the achievement gap.

