



Senate

General Assembly

File No. 142

February Session, 2004

Substitute Senate Bill No. 532

Senate, March 18, 2004

The Committee on Education reported through SEN. GAFFEY of the 13th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING THE BEST PROGRAM.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subsection (d) of section 10-220a of the general statutes, as
2 amended by section 16 of public act 03-76 and section 3 of public act
3 03-174, is repealed and the following is substituted in lieu thereof
4 (*Effective July 1, 2004*):

5 (d) The Department of Education may fund, within available
6 appropriations, in cooperation with one or more regional educational
7 service centers: (1) A cooperating teacher program to train Connecticut
8 public school teachers and certified teachers at private special
9 education facilities approved by the Commissioner of Education and at
10 other facilities designated by the commissioner, who participate in the
11 supervision, training and evaluation of student teachers; (2) institutes
12 to provide continuing education for Connecticut public school
13 educators, assessors and cooperating teachers and teacher mentors,
14 including institutes to provide continuing education for Connecticut

15 public school educators offered in cooperation with the Connecticut
16 Humanities Council; and (3) a beginning teacher support and
17 assessment program to train Connecticut public school teachers and
18 other qualified persons approved by the Commissioner of Education
19 and certified teachers at such private special education and other
20 designated facilities who serve as mentors or assessors for beginning
21 teachers and who supervise, train and assist or assess beginning
22 teachers in their initial years in teaching and to pay stipends to
23 assessors. Funds available under this subsection shall be paid directly
24 to school districts for the provision of substitute teachers when
25 cooperating teachers, teacher mentors, beginning teachers and
26 assessors are released from regular classroom responsibilities and for
27 the provision of professional development activities for cooperating
28 and student teachers, teacher mentors, assessors and beginning
29 teachers. The cooperating teacher and beginning teacher support and
30 assessment programs shall operate in accordance with regulations
31 which shall be adopted by the State Board of Education pursuant to
32 chapter 54. Student teachers shall be placed with trained cooperating
33 teachers. Beginning teachers shall participate in a beginning teacher
34 support and assessment program as made available by the board.
35 School districts shall be responsible for providing support to beginning
36 teachers which shall include, but not be limited to, the placement of
37 beginning teachers with trained teacher mentors who may be full or
38 part-time teachers in the same or a different building than the
39 beginning teacher and provision of trained assessors to conduct
40 assessments of beginning teachers. Cooperating teachers, teacher
41 mentors and assessors may serve concurrently in more than one
42 capacity and may be assigned more than one student teacher or
43 beginning teacher in each such capacity. The assessment of each
44 beginning teacher shall be based upon, but not limited to, data
45 obtained from observations conducted by assessors using an
46 assessment instrument. A beginning teacher shall be assessed by
47 educators with teaching experience in the same general subject area as
48 such beginning teacher. Cooperating teachers and teacher mentors
49 who are Connecticut public school teachers and assessors who are

50 employed by school districts shall be selected by local and regional
51 boards of education. Cooperating teachers and teacher mentors and
52 assessors at such private special education and other designated
53 facilities shall be selected by the authority responsible for the operation
54 of such facilities. If a board of education is unable to identify a
55 sufficient number of individuals to serve in such positions, the
56 commissioner may select qualified persons who are not employed by
57 the board of education to serve in such positions. Such regulations
58 shall require primary consideration of teachers' classroom experience
59 and recognized success as educators. The provisions of sections 10-
60 153a to 10-153n, inclusive, as amended by this act, shall not be
61 applicable to the selection [,] and placement [and compensation] of
62 persons participating in the cooperating teacher and beginning teacher
63 support and assessment programs pursuant to the provisions of this
64 section, but the provisions of said sections 10-153a to 10-153n,
65 inclusive, shall be applicable to the compensation and to the hours and
66 duties of such persons. The State Board of Education shall protect and
67 save harmless, in accordance with the provisions of section 10-235, any
68 cooperating teacher, teacher mentor or assessor while serving in such
69 capacity.

70 Sec. 2. Subsection (b) of section 10-153d of the general statutes is
71 repealed and the following is substituted in lieu thereof (*Effective July*
72 *1, 2004*):

73 (b) The local or regional board of education and the organization
74 designated or elected as the exclusive representative for the
75 appropriate unit, through designated officials or their representatives,
76 shall have the duty to negotiate with respect to salaries, hours and
77 other conditions of employment about which either party wishes to
78 negotiate. On and after July 1, 2004, the parties shall negotiate with
79 respect to the compensation of cooperating teachers and teacher
80 mentors and assessors participating in the cooperating teacher and
81 beginning teacher support and assessment programs pursuant to the
82 provisions of section 10-220a, as amended by this act, and to the hours
83 and duties of such persons. For purposes of this subsection and

84 sections 10-153a, 10-153b, as amended, and 10-153e to 10-153g,
85 inclusive, (1) "hours" shall not include the length of the student school
86 year, the scheduling of the student school year, the length of the
87 student school day, the length and number of parent-teacher
88 conferences and the scheduling of the student school day, except for
89 the length and the scheduling of teacher lunch periods and teacher
90 preparation periods, and (2) "other conditions of employment" shall
91 not include the establishment or provisions of any retirement incentive
92 plan authorized by section 10-183jj, as amended. Such negotiations
93 shall commence not less than two hundred ten days prior to the
94 budget submission date. Any local board of education shall file
95 forthwith a signed copy of any contract with the town clerk and with
96 the Commissioner of Education. Any regional board of education shall
97 file forthwith a signed copy of any such contract with the town clerk in
98 each member town and with the Commissioner of Education. Upon
99 receipt of a signed copy of such contract the clerk of such town shall
100 give public notice of such filing. The terms of such contract shall be
101 binding on the legislative body of the local or regional school district,
102 unless such body rejects such contract at a regular or special meeting
103 called and convened for such purpose within thirty days of the filing
104 of the contract. If a vote on such contract is petitioned for in accordance
105 with the provisions of section 7-7, in order to reject such contract, a
106 minimum number of those persons eligible to vote equal to fifteen per
107 cent of the electors of such local or regional school district shall be
108 required to participate in the voting and a majority of those voting
109 shall be required to reject. Any regional board of education shall call a
110 district meeting to consider such contract within such thirty-day
111 period if the chief executive officer of any member town so requests in
112 writing within fifteen days of the receipt of the signed copy of the
113 contract by the town clerk in such town. The body charged with
114 making annual appropriations in any school district shall appropriate
115 to the board of education whatever funds are required to implement
116 the terms of any contract not rejected pursuant to this section. All
117 organizations seeking to represent members of the teaching profession
118 shall be accorded equal treatment with respect to access to teachers,

119 principals, members of the board of education, records, mail boxes and
 120 school facilities and, in the absence of any recognition or certification
 121 as the exclusive representative as provided by section 10-153b, as
 122 amended, participation in discussions with respect to salaries, hours
 123 and other conditions of employment.

This act shall take effect as follows:	
Section 1	July 1, 2004
Sec. 2	July 1, 2004

Statement of Legislative Commissioners:

In section 2, "mentor teachers" was changed to "cooperating teachers and teacher mentors and assessors" for consistency with section 1.

ED *Joint Favorable Subst.*

The following fiscal impact statement and bill analysis are prepared for the benefit of members of the General Assembly, solely for the purpose of information, summarization, and explanation, and do not represent the intent of the General Assembly or either House thereof for any purpose:

OFA Fiscal Note

State Impact: None

Municipal Impact:

Municipalities	Effect	FY 05 \$	FY 06 \$
Local and regional School Districts	STATE MANDATE - Cost	Minimal	Minimal

Explanation

This bill results in a cost to local and regional school districts as it mandates that compensation of cooperating teachers and mentor teachers and assessors participating in the Beginning Teacher Support and Assessment Program (BEST) be subject to collective bargaining. It is not anticipated that any collectively bargained compensation would be significant with regard to the overall compensation of teachers and thus the costs are minimal.

OLR Bill Analysis

sSB 532

AN ACT CONCERNING THE BEST PROGRAM**SUMMARY:**

This bill requires school boards and unions to bargain over the compensation, hours, and duties of teachers who train and evaluate student teachers or serve as mentors and assessors of beginning teachers under the Beginning Educator Support and Training (BEST) Program.

Under current law, school districts do not have to bargain over the selection, placement, compensation, hours, and duties of (1) those who participate in the supervision, training, and evaluation of student teachers as part of the cooperating teacher program or (2) those who participate as mentors and assessors of new teachers under the BEST Program. This bill makes the compensation, hours, and duties, but not selection and placement, of cooperating teachers and BEST mentors and assessors a mandatory subject of collective bargaining, starting with negotiations occurring on or after July 1, 2004.

EFFECTIVE DATE: July 1, 2004

BACKGROUND***BEST Program***

The BEST program is a two- or three-year comprehensive induction program of support and assessment for beginning teachers. It is required for beginning classroom teachers employed in public schools and approved private special education facilities.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute
Yea 18 Nay 10

