

PA 11-179

SB1039

Education	478, 481-482, 655-660, 735, 740-742, 794-797	17
House	9952-9954	3
<u>Senate</u>	<u>2119-2124, 2126-2129</u>	<u>10</u>
		<b>30</b>

**JOINT  
STANDING  
COMMITTEE  
HEARINGS**

**EDUCATION  
PART 2  
343 – 672**

**2011**

With that, thank you for coming and I'll turn things back to the Chair.

SENATOR STILLMAN: Thank you, sir. And you know that prerogative that I talked about before, that the co-chairs have. If Representative Gary Holder-Winfield is here -- is he here yet? No? Okay. We will hear his testimony when he gets here because I know he's on a tight schedule and I believe he will be joined by someone else who will be testifying along with him. So, Commissioner, you're on first. For the record when people come to the microphone, please identify yourselves. Thank you.

ACTING COMMISSIONER GEORGE COLEMAN: Good morning, I'm George Coleman, Acting Commissioner of Education, Connecticut State Department of Education. I want to say good morning to members of the committee and express my appreciation on behalf of the Department and the state board for the opportunity to share with you some of our comments on some of the bills that have been raised. We have certainly some more extensive written comments, more so than what I will be speaking about today.

But I specifically wanted to take the opportunity to comment on three bills, and those are Raised Bill 6432, 1039 and 1040. Of course, I'll be willing to answer any questions that you might have relative to any of the others that might concern you.

In Raised Bill 6432, AN ACT CONCERNING CLOSING THE ACHIEVEMENT GAP, the -- of course, the greatest issue that we have with it is the cost that might be associated with developing the model curricula for -- in each of the two areas, for each of the seven grades that are referenced or inferred in that particular bill.

certification program and in 27 months, after having successful experiences, be able to gain certification in Connecticut schools. The issue that we generally have and has been a challenge for our systems is when there are these alternate route to certification from other states and those individuals seeking permission to come to Connecticut to teach from those alternate routes programs.

Our solution for that, we believe, is that those individuals -- as we require our own alternate route people to work for 27 months in Connecticut schools before they can get that provisional certificate is the solution here as well. And our thinking is that as those individuals come, as they are employed by the school district, the school district can employ them for 90 days, they are then able to do an assessment and based upon that assessment and with the completion of that 90-day service criteria then those individuals might also be transferred into Connecticut's schools.

There's -- I'd like to comment briefly on Raised Bill 1039. And in this there's several other issues. And the first is as I referenced earlier, the state education resource center. This is the bill whereby CERC, as we commonly reference it, would be able to apply for its own 501(c)3 nonprofit status. That is very important, I think, to us now, particularly at this period whereby there are a great number of opportunities for grants from other foundations and nonprofit organizations to be able to supplement what the Legislature is able to appropriate to the State Department of Education.

A part of the commission on closing the gap recognized the need to be able to get more of these grants from foundations and other

sources. And our belief is that this is appropriate for the state education resource center. It also will clarify for the public the association with the state Department of Education. It would allow the state Department of Education to maintain control of the group while giving it a greater amount of capability and capacity to supplement our own instructional supports that go to local school districts. So we are very much in favor of that.

The other portion of the bill is the issue around the status of the opportunity for military health professionals to be able to do health assessments of youngsters for public school purposes. Our current statute requires that individuals have to be licensed or certified as a Connecticut state health professional, which creates a conundrum for the many military families who are in our New London area and others where there are military personnel assigned as primary care givers and engaged with those families. We certainly believe that those individual's credentials and their experience is sufficient to be able to represent those families and do those assessments and act as we would in Connecticut professional -- in those areas where they have that military endorsement.

I want to speak for a moment on 1040. And the principle issue here is around raising the tuition for adults who are taking courses in our trades -- in our Connecticut technical high school system. In the past and for -- since 1992, the tuition for these experiences have been \$100. This proposal seeks to raise that to \$250 in recognition of the -- one, the high quality experience that the candidates get as a result of that program.

done. And I just think having it up front to have some talking points is at least beneficial to the 80 percent of us who -- who -- who would get to read it ahead of time and understand it.

SENATOR STILLMAN: Thank you for that very sensible interpretation.

NANCY BECKERT: Thank you.

SENATOR STILLMAN: We wish him good luck.

NANCY BECKERT: Thank you.

SENATOR STILLMAN: Vincent Loffredo. They spelled your name wrong on the form, I'm sorry. To be followed by Ed Leavy.

VINCENT LOFFREDO: Good afternoon, Senator Stillman, Representative Fleischmann, members of the Education Committee. My name is Vincent Loffredo, I'm the director of government relations for the Connecticut Education Association and I'm here today to comment on section 11 of Raised Bill 1039, AN ACT CONCERNING EDUCATION ISSUES.

Section 11 modifies subsection (A) -- of section 10-153 (f) of the Teacher Negotiations Act, TNA, by lengthening the term of arbitrators from two years to four years. CEA opposes amending the Teacher Negotiations Act including this proposed change.

Since the binding arbitration law for teachers was enacted in 1979, the General Assembly has made significant changes to the original act. Also, the General Assembly has conducted several comprehensive studies of the law. The most recent study, Binding Arbitration, Municipal and School Employees, was published in January 2006 by the Legislative Program

Review and Investigations Committee, PRI. The executive summary of this report noted that there were no significant problems with the appointing of neutral arbitrators, that the appointment process provided sufficient levels of accountability including requiring unanimous approval from their respective selection committees and that the processes that have also been legitimized by time. And also, the study didn't recommend the lengthening of the term of arbitrators.

The proposed change from a two year term to a four year term provides for less accountability and is not in the public interest. The CEA strongly urges the committee to reject any changes to the TNA, including this proposal.

Thank you for your consideration.

SENATOR STILLMAN: Thank you, sir. I'm just looking at your -- oh, okay. Thank you for attaching the negotiation act as well. It's very helpful to us. This was, I believe, a proposal of the Department and one of their many. Questions for the gentleman? Senator Boucher.

SENATOR BOUCHER: Thank you, Madam Chairman. What would you pro -- or suggest that maybe the impetus was for the Department to put this in this proposal this year?

VINCENT LOFFREDO: I'm not sure, to be honest with you, I do not know why they would propose this change at all. I have no idea why. I understand the processes and the processes have been working very well. All the parties that are engaged in the teacher negotiations act on both sides of the aisle, you know, both management and labor, are well headed so I'm not sure why they did this.

SENATOR BOUCHER: I will admit that it's been a few years since I was on my board of education and had negotiated multiple contracts, four different contracts over a period of eight years and there was a sense at that time -- that could have changed since then -- and maybe things are so much better. But at that time there was a feeling and -- by some different processes were put in place like the overturning by the Legislative body of a contract to revisit the process, I guess again. I don't know if that's still in existence anymore, but there were many that felt that it was skewed towards one side almost all the time if not 80 to 90 percent of the time. However -- and I've also heard that that has changed -- however, many have also said that they -- it precludes them from moving forward on issues that they might take forward because of the fact that it tends to favor one side so commandingly. You know, I -- I -- I'm sure you've probably heard a bit of this over the years that you've been involved.

VINCENT LOFFREDO: The evidence in all the research that shows that that is not true. The research shows that quite frankly, it's -- the balance is very much there.

SENATOR STILLMAN: Well, thank you. According to the testimony from the Department, from Acting Commissioner Coleman, they've asked to increase the term of the members for the arbitration panel because every time they have to fill positions it costs the agency approximately \$20,000 to advertise and then there's the interview process and bringing people together and in general, it's just burdensome. So that's why they requested it. There was nothing in the testimony that raises a concern about the quality of the members so I just



wanted to share that with folks.  
Representative Fleischmann.

REP. FLEISCHMANN: Given what my co-chair has just put out there, I'm curious as to why CEA would really be very concerned about this. If the selection processes that we have are pretty good and folks who are part of this arbitration panel have served well, what's the problem with just switching the term of office from two to four years?

VINCENT LOFFREDO: I believe it's not -- considering the role and responsibility that we all hear of, especially for the neutral arbitrators, that they play and the impact, potentially, that they have upon the operation of our schools and the impact on our communities and towns, we do not believe the public interest is well served for either side. So therefore we strongly oppose it.

I mean, I could hear the potential for an argument to be made that the selection process, that the advocates -- those who may not be familiar with the process but -- it could be a single arbitrator, therefore one neutral arbitrator decides on the entire matter if the parties agree just to go to a single arbitrator.

But in most cases, especially those that are more complex, each side appoints an arbitrator to represent the board of ed and the union side. And then the neutral is determined. So, you know, I suppose the possibility exists that dealing with the neutrals, who have the most responsibility in determining that they should be before everyone reviewed and accountable in a more timely manner every two years versus every four, while those that serve on the advocacy side, both for boards of ed and for

the union, that they could serve a four year term, because they're different roles. That might be a way of addressing it.

REP. FLEISCHMANN: Well, you raise another possibility which has been discussed and didn't make it through the legislative process last year, but again, I'm not quite clear on why. So you mentioned that there are a lot of processes where there are three arbitrators, one for one side, one for another and neutral. That really is potentially the cost that we could pay if we had a single neutral arbitrator. I'm wondering why it is that we shouldn't simply move to having one arbitrator.

VINCENT LOFFREDO: Well, there may be a misunderstanding. Each side pays for their own advocate. In other words, towns do not pay for the board -- well, I guess the broad of ed is paying for their advocate and their public funds are involved there, but the union side will pay for its advocate and they split the cost for the entire charge they split.

REP. FLEISCHMANN: Right, so shouldn't you be on board with the idea of reducing the overall cost -

VINCENT LOFFREDO: Well, I don't know that that's going to reduce the overall cost, I mean -- that's -- you're talking about the process itself and whether or not a party ends up going beyond the mediation to arbitration. That's far different from the question of selection process and requiring an opportunity for all parties involved to review over how that individual has handled his or her responsibilities.

REP. FLEISCHMANN: Well, I -- we can talk about this further off mike and when the public hearing is

all done. But I happen to have the honor of knowing the original drafter of the law that we're talking about. And what we're seeing is having a neutral arbitrator and not necessarily three. So it's something I'd be interested to discuss with you further and I appreciate your testimony.

VINCENT LOFFREDO: Thank you.

SENATOR STILLMAN: Anyone else have any questions for the gentleman? Thank you very much.

Ed Leavey to be followed by Kachina Walsh-Weaver if she's here. Anyone know if she's hanging around?

ED LEAVEY: Good afternoon. I'm Ed Leavey of the Executive Union Rep from the State Vocational Federation of Teachers. And as an officer, I've been gratified to see some of the legislative actions taken to support our teachers and the Connecticut Technical High School System over the past year.

Senate Bill 1040 is another step in that direction. Though we have significant reservations about one aspect of the bill, we believe that the bill in total is in the best interests of the CTHSS students. As someone who supervised the evening apprentice programs at Bullard-Havens in Bridgeport for many years, I was pleased to see the recommendation that the apprentice fees be raised from \$100 to \$275 per course. The \$100 course cost has been in place for well over a decade. It is not remotely sufficient to cover the costs of the program. As the budget has tightened it has become necessary to run only classes in which the total tuition pays for the cost of the class. More and more classes and programs have had to be canceled.

**JOINT  
STANDING  
COMMITTEE  
HEARINGS**

**EDUCATION  
PART 3  
673 – 986**

**2011**

Education Committee  
February 28, 2011

TESTIMONY OF

GEORGE A. COLEMAN, ACTING COMMISSIONER OF EDUCATION

ON

RAISED BILLS 1038, 6432, 6431, 6433, 1039, 1040, 6422

RAISED BILL 1038: AN ACT CONCERNING INDIVIDUALIZED EDUCATION PROGRAMS

The State Department of Education (CSDE) **opposes in part and supports in part** S.B. No. 1038, AAC Individualized Education Programs, to improve the dissemination and communication of information regarding individualized education programs to parents and guardians and to improve the quality of education for teachers in the implementation of individualized education programs, as written.

While CSDE believes that the process for dissemination and communication of information regarding the individualized education programs (IEPs) to parents and guardians is vital, it is equally important that the process by which this information is communicated does not impair the ability of the district to provide services to the child in a timely fashion.

CSDE has concerns with the language in Section 1(8)(B) that would require the Planning and Placement Team (PPT) to meet with the parents before the PPT meeting to go over the evaluations. When a child is evaluated, the evaluations or reports must be considered at a PPT meeting for the purpose of identification or reviewing, revising or writing the IEP. Requiring an additional meeting to do the same thing that is required at a PPT is a burden to a system that has to meet very rigid timelines for the completion of evaluations and the writing and implementing of IEPs.

The CSDE also has concerns with the language in Section 1(8)(G) requiring that copies of the assessments and evaluations used in the determination of eligibility be provided to the parent five school days before the initial PPT meeting for the child for the initial determination of eligibility. The Federal Individuals with Disabilities Education Act (IDEA) requires that parents receive a copy of the evaluation report, but does not stipulate when the report must be provided to the parents. Districts would be required to schedule the initial PPT meeting around the availability of reports and evaluations which would compromise the district's ability to meet timeline requirements for the completion of evaluations.

The CSDE would also recommend adding language to address the use of an outside evaluator during the initial evaluation process: if an outside evaluator is used, the probability of being able to get a copy of the report before the PPT meeting is unlikely. This would severely restrict access to outside evaluators and might deny children with appropriate evaluations.

The CSDE would be in support of this proposal if the timelines for referral and identification were changed to the IDEA standard, that is, the initial evaluation must be completed no later than

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**RAISED BILL 6433: AN ACT CONCERNING ADULT EDUCATION**

The State Department of Education (CSDE) **supports in part and opposes in part** H.B. No. 6433, *An Act Concerning Adult Education*, to allow students who have been expelled from school to participate in adult education programs without being required to officially withdraw from school.

CSDE supports section 1 this bill with the following suggested revision, "Any pupil participating in an adult education program during a period of expulsion shall [not be required to withdraw from school under section 10-184] continue to be enrolled in school subject to such disciplinary action."

CSDE has concerns with section 2 of this bill because C.G.S. Section 10-67(1) already permits a student who is 16 years of age or older and **still enrolled in school** to be assigned to an adult class pursuant to subsection (d) of section 10-233d. Therefore, students who have been expelled from school **can** participate in adult education programs without being required to officially withdraw from school as outlined in C.G.S. Section 10-184.

As such, CSDE **opposes in part and supports in part** Raised Bill 6433 because expelled students are already permitted to participate in adult education programs without being required to officially withdraw from school.

**RAISED BILL 1039: AN ACT CONCERNING EDUCATION ISSUES**

The State Department of Education (CSDE) **strongly supports** S.B. No. 1039, *AAC Education Issue*, as it represents a number of the State Board of Education's Legislative proposals for this Legislative session.

Section 1 of this bill clarifies the status of the State Education Resource Center (SERC) as a nonstock corporation and nonprofit tax exempt organization within CSDE. Current law is not clear as to SERC's legal relationship to CSDE.

Section 2 of this bill seeks to allow certain medical professionals from military bases who are not licensed by the state to conduct health assessments in schools. Current law requires that a legally qualified practitioner of medicine who conducts a health assessment for children enrolled in public school must be licensed in Connecticut. As a result, qualified practitioners of medicine, advanced practice registered nurses, or physician assistants stationed at military bases, domestic or overseas, may not have a license to practice in the state of Connecticut, thereby precluding health assessments conducted by such military personnel for students enrolling in Connecticut public schools.

Sections 3 and 4 of this bill seeks to eliminate an expenditure requirement for regional educational service centers (RESCs) and the requirement that RESCs collect and analyze data on school efforts to reduce racial, ethnic and economic isolation; and to eliminate the requirement

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that superintendents submit data on the reduction of racial, ethnic and economic isolation in the district to the RESC and instead submit such data directly to the Commissioner of Education.

The RESC grant has been reduced from \$108,125 in 2008-09 to \$66,964 in 2010-11 and cannot support all current statutorily mandated activities in a meaningful and effective manner. The RESCs are no longer needed to act as a conduit for this collection, as collecting and analyzing the ED 539 data is done by CSDE. In eliminating this requirement of the grant, the money that has previously been dedicated for data collections can be used for Minority Teacher Recruitment.

Section 5 of this bill seeks to require that a teacher maintain a valid J-1 Visa issued by the United States Department of State as a condition of renewal of an international teacher permit.

State statute currently mirrors federal statute that limits the length of the J-1 visa to three years. CSDE has been informed that the U.S. State Department may increase the maximum length of a J-1 Visa to more than three years, but it is not certain at this time what the maximum length may be. Therefore, this bill provides flexible language regarding the total duration and number of extensions of the international teaching permit in alignment with and in anticipation of prospective changes in federal immigration laws of the U.S. State Department changes related to the length of the J-1 visa.

Sections 6 - 8 of this bill deletes obsolete provisions relating to the minimum expenditure requirement. Current law requires districts to report information on the expenditures for minor capital projects for the purpose of calculating the Minimum Expenditure Requirement (MER). The MER is no longer in effect. Under the Minimum Budget Requirement (MBR), expenditures are no longer a part of the determination. Therefore, there is no longer a need for districts to report this information.

Sections 9-10 of this bill allows for recovery of funds based on prior year adjustments to magnet school operating grants when audits reveal an overpayment by the state. For FY11, there are 68 full- and part-time programs, and operating payments (projected) are approaching \$160M. Given the growth of the program(s) and the significant expenditures, the audits should be expanded to include all schools. Currently, only RESC magnets are subject to audit, and the audit is specific to financial data.

This section of the bill also eliminates the comparison of a grant to its budget as part of the grant calculation. Implementation of audits for all magnets and Prior Year Adjustments (PYAs) make this comparison unnecessary. Magnet school operating grants are based on student-level data which is "cleaned" over the course of the school year. Frequent data changes make it nearly impossible to calculate and pay all magnet operating grants within the current statutory timelines. Therefore, this bill also adjusts the payment timeline and applies PYAs—only in cases resulting in grant reductions.

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Section 11 of this bill increases the term of members of the Department of Education's arbitration panel from two years to four years. Every time CSDE has to fill these positions, CSDE must advertise the position which costs approximately \$20,000. Additionally, the interview process requires the assembly of twelve individuals, many of whom are from outside the CSDE. The process is time consuming and administratively burdensome. Frequently, the panel of arbitrators remains consistent. With little turnover, extending the terms of arbitrators will streamline this process without interrupting the services offered to parties negotiating collective bargaining agreements. Therefore, CSDE supports extending the length of the appointment to minimize costs and the administrative burden on the Department.

With that said, CSDE **strongly supports** Raised Bill 1039.

#### **RAISED BILL 1040: AN ACT CONCERNING VOCATIONAL-TECHNICAL SCHOOLS**

The State Department of Education (CSDE) **supports in part and opposes in part** S.B. No. 1040.

CSDE has concerns with section 2 of this bill amending the budget adoption process for the regional vocational-technical school system. The current budget process in the CT Technical High School System (CTHSS) already provides opportunities for input from school stakeholders. Local business and industries leaders- from business owners, suppliers, manufacturers, and trade unions - can participate in the school's Trade Technology Advisory Committees (TTAC). One of their primary roles as members of the TTAC's is to identify emerging trends in their field of expertise that may require additional training, changes in curriculum, and new equipment and textbooks. Teachers and Departments Heads meet regularly with their respective technology consultants, peers, and school principals. Discussions often revolve around equipment and supply requirements. School principals meet regularly with central office administrative leaders whereby the opportunity to discuss site-based staffing and financial needs are one of many subjects discussed during school visits. Collectively these ideas are then infused into the district's current services, budget expansion, and capital budget requests. The CTHSS budget package is then submitted to the State Board of Education for review and subsequently submitted to OPM.

CSDE strongly supports section 3 of this bill that raises the tuition fee for the apprenticeship program from one hundred dollars to two hundred seventy-five dollars. As the CTHSS does not receive state funds to support adult education apprenticeship courses, each program location must be generally **self-sufficient**. The statutory tuition cap of \$100 set in 1992 has restricted CSDE's ability to cover actual program costs. Thus, the district has had to consolidate courses and program locations. With raising the tuition fee, the apprenticeship program will be maintained and further consolidation will not have to happen.

CSDE strongly supports section 4 of this bill that extends the time period in which the Commissioner of Education can provide grants to school districts for the cost of transporting students formerly enrolled at J.M. Wright Technical School in Stamford to Henry Abbott Technical High School in Danbury. The operations at J.M. Wright were suspended in the





Advocating for teachers  
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**Testimony of Vincent J. Loffredo  
Director of Government Relations  
Connecticut Education Association  
Before the  
Education Committee  
Public Hearing  
Monday, February 28, 2011  
Regarding  
Raised Bill 1039 Section 11  
"An Act Concerning Education Issues"**

Good afternoon, Senator Stillman, Representative Fleischmann and members of the Education Committee. My name is Vincent Loffredo. I'm the Director of Government Relations for the Connecticut Education Association. I'm here today to comment on section 11 of Raised Bill 1039 **AN Act Concerning Education Issues**.

Section 11 modifies subsection (a) of section 10-153f of the Teacher Negotiations Act (TNA) by lengthening the term of arbitrators from two years to four years. CEA opposes amending the Teacher Negotiation Act including this proposed change.

Since the binding arbitration law for teachers was enacted in 1979, the General Assembly has made significant changes to the original act. Also, the General Assembly has conducted several comprehensive studies of the law. The most recent study, Binding Arbitration Municipal and School Employees, was published in January 2006 by the **Legislative Program Review and Investigations Committee (PRI)**. The executive summary of this report noted that there were "no significant problems" for the appointing of neutral arbitrators; that the appointment process "provided sufficient levels of accountability, including requiring unanimous approval from their respective selection committees; and, that "the processes have also been 'legitimized' by time." Also, the study didn't recommend the lengthening the term of arbitrators.

The proposed change from a two year term to a four year term provides for less accountability and is not in the public interest.

The CEA strongly urges the committee to reject any changes to the TNA including this proposal.

Thank you for your consideration.

Attachments

Section 10-153f. Mediation and arbitration of disagreements

Source: Title 10 Connecticut General Statutes, January 2011

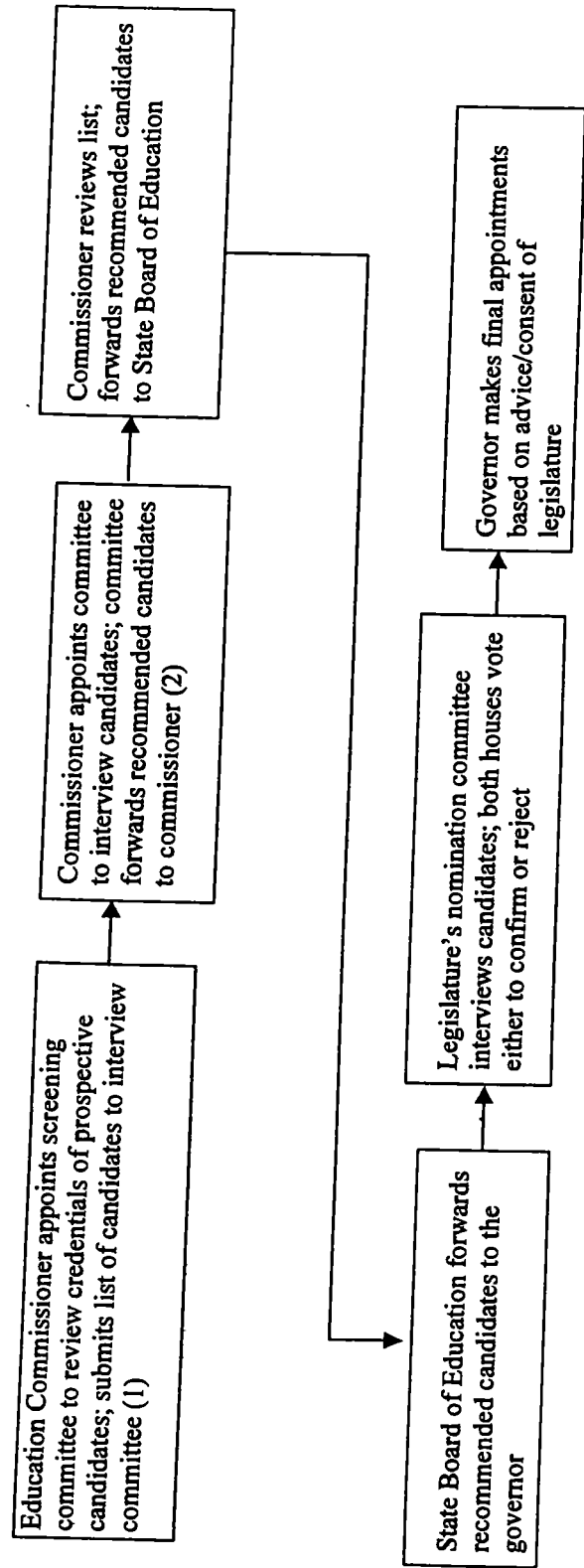
Figure I-2. Process for Appointing Neutral Arbitrators Under (TNA), page 21

Source: Binding Arbitration Municipal and School Employees, (PRI) Study, Published January, 2006

## Teacher Negotiation Act

**Sec. 10-153f. Mediation and arbitration of disagreements.** (a) There shall be in the Department of Education an arbitration panel of not less than twenty-four or more than twenty-nine persons to serve as provided in subsection (c) of this section. The Governor shall appoint such panel, with the advice and consent of the General Assembly, as follows: (1) Seven members shall be representative of the interests of local and regional boards of education and shall be selected from lists of names submitted by such boards; (2) seven members shall be representative of the interests of exclusive bargaining representatives of certified employees and shall be selected from lists of names submitted by such bargaining representatives; and (3) not less than ten or more than fifteen members shall be impartial representatives of the interests of the public in general and shall be residents of the state of Connecticut, experienced in public sector collective bargaining interest impasse resolution and selected from lists of names submitted by the State Board of Education. The lists of names submitted to the Governor pursuant to subdivisions (1) to (3), inclusive, of this subsection shall, in addition to complying with the provisions of section 4-9b, include a report from the State Board of Education certifying that the process conducted for soliciting applicants made adequate outreach to minority communities and documenting that the number and make-up of minority applicants considered reflect the state's racial and ethnic diversity. Each member of the panel shall serve a term of two years, provided each arbitrator shall hold office until a successor is appointed and, provided further, any arbitrator not reappointed shall finish to conclusion any arbitration for which such arbitrator has been selected or appointed. Arbitrators may be removed for good cause. If any vacancy occurs in such panel, the Governor shall act within forty days to fill such vacancy in the manner provided in section 4-19. Persons appointed to the arbitration panel shall serve without compensation but each shall receive a per diem fee for any day during which such person is engaged in the arbitration of a dispute pursuant to this section. The parties to the dispute so arbitrated shall pay the fee in accordance with subsection (c) of this section.

Figure I-2. Process for Appointing Neutral Arbitrators Under TNA



(1) Screening committee to consist of at least five people, including: the commissioner's designee; representatives of local and regional boards of education; exclusive bargaining representatives of certified employees of local or regional education board; and local legislative and fiscal authorities.

(2) Interview committee consists of three representatives each from the following groups: local/regional boards of education; exclusive bargaining reps. of certified school staff; local legislative and fiscal authorities; private/public neutral dispute resolution agencies

Source: Department of Education and LPR&IC.

**H – 1120**

**CONNECTICUT  
GENERAL ASSEMBLY  
HOUSE**

**PROCEEDINGS  
2011**

**VOL.54  
PART 29  
9635 – 9973**

pt/tj/lxe/gbr  
HOUSE OF REPRESENTATIVES

657  
June 8, 2011

Representative Sampson. Representative Sampson  
in the affirmative? Representative Sampson in the  
affirmative. Representative McCrory in the  
affirmative. Representative McCrory in the  
affirmative.

Clerk, please announce the tally.

THE CLERK:

Senate Bill Number 1181, in concurrence with the  
Senate.

Total Number voting	147
Necessary for passage	74
Those voting Yea	147
Those voting Nay	0
Those absent and not voting	4

SPEAKER DONOVAN:

The bill as amended is passed. Clerk, please  
call Calendar 546.

THE CLERK:

On page 22, Calendar 546, substitute for Senate  
Bill Number 1039, AN ACT CONCERNING EDUCATION ISSUES.  
Favorable report of the Committee on Public Health.

SPEAKER DONOVAN:

Representative Fleischmann.

REP. FLEISCHMANN (18th):

pt/tj/lxe/gbr  
HOUSE OF REPRESENTATIVES

658  
June 8, 2011

I move for acceptance of the Joint Committee's  
Favorable Report and passage --

SPEAKER DONOVAN:

Question is on acceptance and passage. Remark?

REP. FLEISCHMANN (18th):

Mr. Speaker, Clerk is in possession of Senate  
Amendment "A", LCO Number 6612. I ask the Clerk  
please call.

SPEAKER DONOVAN:

Hold on, the board -- it's not on the board.  
Here we go. Clerk, please call 6612.

THE CLERK:

LCO Number 6612, Senate "A", offered by Senator  
Stillman and Representative Fleischmann.

SPEAKER DONOVAN:

Representative Fleischmann.

REP. FLEISCHMANN (18th):

Good amendment. Ought to pass.

SPEAKER DONOVAN:

Move adoption. All those in favor, please  
signify by saying Aye.

REPRESENTATIVES:

Aye.

SPEAKER DONOVAN:

pt/tj/lxe/gbr  
HOUSE OF REPRESENTATIVES

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Opposed, Nay? Adoption -- amended. (Inaudible)  
vote.

THE CLERK:

The House of Representatives is voting by roll  
call. Members to the Chamber. The House is voting by  
roll call. Members to the Chamber.

SPEAKER DONOVAN:

The machine will be locked. Clerk, please  
announce the tally.

THE CLERK:

Senate Bill Number 1039, as amended by Senate  
"A", in concurrence with the Senate.

Total Number voting	142
Necessary for passage	72
Those voting Yea	142
Those voting Nay	0
Those absent and not voting	9

SPEAKER DONOVAN:

Bill is passed.

Representative Sharkey.

REP. SHARKEY (88th):

Mr. Speaker, we have had an historic session. We  
have taken care of our financial matters and we have



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**CONNECTICUT  
GENERAL ASSEMBLY  
SENATE**

**PROCEEDINGS  
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**VOL. 54  
PART 7  
2086- 2336**

rgd/md/gbr  
SENATE

107  
May 20, 2011

Finance Revenue and Bonding.

THE CHAIR:

So ordered, sir.

SENATOR LOONEY:

And also, Madam President, calendar page 2, Calendar 53, Senate Bill 969, if that item might be placed on the foot of the calendar.

THE CHAIR:

So ordered.

SENATOR LOONEY:

Thank you, Madam President.

THE CHAIR:

Mr. Clerk.

THE CLERK:

Calendar page 28, Calendar Number 108, File Number 111, Substitute for Senate Bill 1039, AN ACT CONCERNING EDUCATION ISSUES, favorable report of the Committees on Education and Public Health. Clerk is in possession of amendments.

THE CHAIR:

Senator Stillman, good afternoon.

SENATOR STILLMAN:

Good afternoon, Madam President. It's a pleasure to see you.

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THE CHAIR:

Same here, madam.

SENATOR STILLMAN:

Thank you.

I move the joint committee's favorable report and passage of the bill.

THE CHAIR:

Acting on approval of the bill will you remark further?

SENATOR STILLMAN:

Yes. Thank you, Madam President.

This bill makes several changes in education law. And with that just short introduction I do have an amendment which will add to the bill. I'd like the Clerk to please call LCO Number 6612 and that I be allowed to summarize.

THE CHAIR:

Mr. Clerk.

THE CLERK:

LCO 6612, which will be designated Senate Amendment Schedule "A." It is offered by Senator Stillman of the 20th District.

THE CHAIR:

Senator Stillman.

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SENATOR STILLMAN:

Thank you, again.

I move adoption of the amendment.

THE CHAIR:

The question is on adoption.

Will you remark?

SENATOR STILLMAN:

Thank you. Yes.

What this amendment does is it strikes Section 1 of the bill. It also adds several sections to the bill after -- at the end of the bill. One of the sections certifies that -- actually allows teachers who are certified under the Junior Reserve Officer Training Corps Program and teach leadership programs in the school, be allowed to do that under the federal certification.

Section 2 of the amendment gives the State Board of Education more time to review new charter school applications. The following section lays out how they would prioritize new charter requests.

And also the last section of this amendment also extends the time frame on durational shortage area for Teach for America programs and I urge its adoption.

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THE CHAIR:

Thank you, Senator.

Will you remark?

Senator Boucher.

SENATOR BOUCHER:

Thank you, Madam Chair.

Madam Chair, as the good chairman of the education explained, that this bill makes various changes that have been all supported by our side of the aisle. It's had thorough vetting and public hearings during our education session this year and it's a bill that I support.

Thank you very much.

THE CHAIR:

Thank you, Senator Boucher. Would you remark further? Seeing no more discussion, please let me try your minds. All in favor?

SENATORS:

Aye.

THE CHAIR:

Opposed?

The amendment is adopted.

Senator.

SENATOR STILLMAN:

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Thank you, Madam President.

In terms of the rest of the bill there's a section in the bill that allows health professionals who are authorized under federal law, and by those I mean doctors or APRNs on military bases, to be allowed to do school entry physical exams because they have federal licenses.

It reduces mandates on regional educational service centers. The bill also helps school districts on their reporting on efforts to reduce racial, ethnic and economic isolation in schools. It allows actually another reporting change in terms of audits that will be needed for interdistrict magnet schools and a payment schedule for state interdistrict magnet school grants. A couple of those were requested under audits.

And I urge its passage.

THE CHAIR:

Thank you, Senator.

Will you remark further? Will you remark further?

Senator Stillman.

SENATOR STILLMAN:

Thank you, Madam President.

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If there isn't any objection I'd like to also place this on the consent calendar.

THE CHAIR:

Seeing no objection, so ordered.

Mr. Clerk.

THE CLERK:

Calendar page 29, Calendar Number 113 --

THE CHAIR:

Sorry. Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, if we might pass temporarily the item the Clerk was just about to call, calendar page 29, Calendar 113, Senate Bill 867, if that item might be marked passed temporarily.

And we have some more items to mark for committee referrals at this time, madam president. And the first of which is on calendar page 32, Calendar 194, Senate Bill Number 1017, Madam President, would move to refer that item to the Appropriations Committee.

THE CHAIR:

So ordered.

SENATOR LOONEY:

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Number 5558, Madam President, move to place that item on the foot of the calendar.

THE CHAIR:

So ordered.

SENATOR LOONEY:

And one additional item, Madam President, calendar page 45, Calendar 452, Senate Bill Number 1059, Madam President, move to refer that item to the Appropriations Committee.

THE CHAIR:

So ordered.

SENATOR LOONEY:

Thank you, Madam President.

And Madam President, if the Clerk would call the second consent calendar.

THE CHAIR:

Mr. Clerk.

SENATOR LOONEY:

One additional item. Excuse me. And one additional item, Madam President, to place on the consent calendar. Madam President, that is calendar page 14, Calendar 432, Senate Bill 1192, would also move to place that item on the consent calendar.



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THE CHAIR:

Thank you.

Mr. Clerk, would you read the bill.

THE CLERK:

Immediate roll call has been ordered in the Senate on the consent calendar. Will all Senators please return to the Chamber. Immediate roll call has been ordered in the Senate on the consent calendar. Will all Senators please return to the Chamber.

Madam President, the items placed on Consent Calendar Number 2 begin on calendar page 3, Calendar 101, House Bill 6096; calendar page 6, Calendar 229, Substitute for Senate Bill 205; calendar page 9, Calendar 330, House Bill 6373; calendar page 14, Calendar Number 432; Calendar page 20, Calendar 483, Substitute for House Bill 5045.

Calendar page 26, Calendar 51, Substitute for Senate Bill 852; calendar page 28, Calendar 108, Substitute for Senate Bill 1039; calendar page 29, Calendar 122, Substitute for Senate Bill 844; and calendar page 36, calendar 273, substitute for Senate Bill 1115.

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Madam President, I believe that completes those items placed on Consent Calendar Number 2.

THE CHAIR:

Thank you, sir.

Will you once again announce the roll call vote. And the machine will be open.

THE CLERK:

The Senate is now voting by roll call on the second consent calendar. Will all Senators please return to the Chamber. The Senate is now voting by roll call on the second consent calendar. Will all Senators please return to the Chamber.

THE CHAIR:

All members have voted. All members have voted. The machine will be locked. Mr. Clerk, will you call the tally.

THE CLERK:

Motion is on adoption of Consent Calendar Number 2.

Total Number voting	36
Necessary for adoption	19
Those voting Yea	36
Those voting Nay	0
Those absent and not voting	0

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THE CHAIR:

The consent calendar has been adopted, Consent  
Calendar Number 2.

Senator Looney.

SENATOR LOONEY:

Yes. Thank you, Madam President.

Madam President, an additional item to mark go  
at the present time, calendar page 34, Calendar  
242, Senate Bill 1173.

THE CHAIR:

Mr. Clerk.

THE CLERK:

Calendar page 34, Calendar 242, File Number  
433 Senate Bill 1173, AN ACT CONCERNING QUALIFIED  
PRIVATE INVESTMENTS FOR CONNECTICUT INNOVATIONS,  
INCORPORATED'S PRESEED PROGRAM, favorable report of  
the Committee on Commerce and Export, Higher  
Education and Appropriations.

THE CHAIR:

Senator LeBeau.

SENATOR LeBEAU:

Good afternoon, Madam President. How are you  
today?

THE CHAIR: