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**GENERAL STATUTES  
OF  
CONNECTICUT**  
*Revised to January 1, 2009*

**Title 10**

[Sec. 10-184. Duties of parents. School attendance age requirements.](#) All parents and those who have the care of children shall bring them up in some lawful and honest employment and instruct them or cause them to be instructed in reading, writing, spelling, English grammar, geography, arithmetic and United States history and in citizenship, including a study of the town, state and federal governments. Subject to the provisions of this section and section 10-15c, each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public school regularly during the hours and terms the public school in the district in which such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child sixteen or seventeen years of age may consent, as provided in this section, to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. The school district shall provide such parent or person with information on the educational options available in the school system and in the community. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system.

[Sec. 10-220a. \\*\(See end of section for amended version and effective date.\) In-service training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.](#) (a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section

21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education which includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, child abuse and youth suicide, (3) the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, including, but not limited to, children with attention-deficit hyperactivity disorder or learning disabilities, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, (4) school violence prevention and conflict resolution, (5) cardiopulmonary resuscitation and other emergency life saving procedures, (6) computer and other information technology as applied to student learning and classroom instruction, communications and data management, (7) the teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive, and (8) second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f. The State Board of Education, within available appropriations and utilizing available materials, shall assist and encourage local and regional boards of education to include: (A) Holocaust education and awareness; (B) the historical events surrounding the Great Famine in Ireland; (C) African-American history; (D) Puerto Rican history; (E) Native American history; (F) personal financial management; and (G) topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection.

(b) Not later than a date prescribed by the commissioner, each local and regional board of education shall develop, with the advice and assistance of the teachers and administrators employed by such boards, including representatives of the exclusive bargaining representative of such teachers and administrators chosen pursuant to section 10-153b, and such other resources as the board deems appropriate, a comprehensive professional development plan, to be implemented not later than the school year 1994-1995. Such plan shall be directly related to the educational goals prepared by the local or regional board of education pursuant to subsection (b) of section 10-220, and shall provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the professional staff members of each such board, including personnel management and evaluation training or experience for administrators, shall be related to regular and special student needs and may include provisions concerning career incentives and parent involvement. The State Board of Education shall develop guidelines to assist local and regional boards of education in determining the objectives of the plans and in coordinating staff development activities with student needs and school programs.

(c) The Department of Education, in cooperation with one or more regional educational service centers, is authorized to provide institutes annually for Connecticut educators. Such institutes shall serve as model programs of professional development and shall be taught by exemplary Connecticut teachers and administrators and by other qualified individuals as selected by the Department of Education. The Department of Education shall charge fees for attending such institutes provided such fees shall be based on the actual cost of such institutes.

(d) The Department of Education may fund, within available appropriations, in cooperation with one or more regional educational service centers: (1) A cooperating teacher program to train Connecticut public school teachers and certified teachers at private special education facilities approved by the Commissioner of Education and at other facilities designated by the commissioner, who participate in the supervision, training and evaluation of student teachers; (2) institutes to provide continuing education for Connecticut public school educators, assessors and cooperating teachers and teacher mentors, including institutes to provide continuing education for Connecticut public school educators offered in cooperation with the Connecticut Humanities Council; and (3) a beginning teacher support and assessment program to train Connecticut public school teachers and other qualified persons approved by the Commissioner of Education and certified teachers at such private special education and other designated facilities who serve as mentors or assessors for beginning teachers and who supervise, train and assist or assess beginning teachers in their initial years in teaching and to pay stipends to assessors. Funds available under this subsection shall be paid directly to school districts for the provision of substitute teachers when cooperating teachers, teacher mentors, beginning teachers and assessors are released from regular classroom responsibilities and for the provision of professional development activities for cooperating and student teachers, teacher mentors, assessors and beginning teachers. The cooperating teacher and beginning teacher support and assessment programs shall operate in accordance with regulations adopted by the State Board of Education in accordance with chapter 54, except in cases of placement in other countries pursuant to written cooperative agreements between Connecticut institutions of higher education and institutions of higher education in other countries. A Connecticut institution may enter such an agreement only if the State Board of Education and Board of Governors of Higher Education have jointly approved the institution's teacher preparation program to enter into such agreements. Student teachers shall be placed with trained cooperating teachers. Beginning teachers shall participate in a beginning teacher support and assessment program as made available by the board. School districts shall be responsible for providing support to beginning teachers which shall include, but not be limited to, the placement of beginning teachers with trained teacher mentors who may be full or part-time teachers in the same or a different building than the beginning teacher and provision of trained assessors to conduct assessments of beginning teachers. Cooperating teachers, teacher mentors and assessors may serve concurrently in more than one capacity and may be assigned more than one student teacher or beginning teacher in each such capacity. The assessment of each beginning teacher shall be based upon, but not limited to, data obtained from observations conducted by assessors using an assessment instrument. A beginning teacher shall be assessed by educators with teaching experience in the same general subject area as such beginning teacher. Cooperating teachers and teacher mentors who are Connecticut public school teachers and assessors who are employed by school districts shall be selected by local and regional boards of education. Cooperating teachers and teacher mentors and assessors at such private special education and other designated facilities shall be selected by the authority responsible for the operation of such facilities. If a board of education is unable to identify a sufficient number of individuals to serve in such positions, the commissioner may select qualified persons who are not employed by the board of education to serve in such positions. Such regulations shall require primary consideration of teachers' classroom experience and recognized success as educators. The provisions of sections 10-153a to 10-153n, inclusive, shall not be applicable to the selection, placement and compensation of persons participating in the cooperating teacher

and beginning teacher support and assessment programs pursuant to the provisions of this section and to the hours and duties of such persons. The State Board of Education shall protect and save harmless, in accordance with the provisions of section 10-235, any cooperating teacher, teacher mentor or assessor while serving in such capacity.