



Connecticut Department of Correction  
Annual Report  
2024-2025

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## **Statement of Non-Discrimination**

**Unified School District #1 does not discriminate on the basis of religion, color, national origin, sex, sexual orientation, age or disability in providing education services. Unified School District #1 does not discriminate on the basis of disability by denying access to the benefits of district services, programs or activities.**

**Title IX Coordinator: 860-692-7543**

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## **CT DEPARTMENT OF CORRECTION**

### **MISSION STATEMENT**

**The Department of Correction shall strive to be a global leader in progressive correctional practices and partnered re-entry initiatives to support responsive evidence-based practices aligned to law-abiding and accountable behaviors. Safety and security shall be a priority component of this responsibility as it pertains to staff, victims, citizens, and offenders.**

**State of Connecticut Department of Correction  
Unified School District #1  
24 Wolcott Hill Road**

# UNIFIED SCHOOL DISTRICT #1



## MISSION STATEMENT

The Connecticut Department of Correction – Unified School District #1 is dedicated to providing quality educational programs for incarcerated individuals so that they can make a successful transition to society. Academic knowledge, vocational competencies, use of technology and life skills integrated with technology are offered to students in a positive environment to foster life-long learning and multi-cultural awareness.

## VISION STATEMENT

Unified School District #1 will be an instrument of transformative learning and growth to those we serve.

## MOTTO

Our USD#1 motto is defined by the Latin phrase contained on the district's seal. The phrase, "Non Sum Qualis Eram" translates into English as, "I am not, what I once was." The hope is that through education, returning citizens will be provided with some of the core tools required to change their path in life.

# Meet the Unified School District #1 Leadership Team 2024-2025



Back row left to right: Matthew Reinke, Richard Andersen, Steve Miller, Daniel Cambra.  
Second row left to right: Lenore Gagain, Nickko Checovetes, Heather Mroz.  
Front row left to right: Roseann Sessa, Rigopoula Rita Halkias, Veron Walters- Beaulieu, Latesha Jones

\*not pictured Kerry Carter, Petrina Evans, Alice Heintz, David Chris Hempel, Heather Verdi, and Kayla Walker

## School Administrators 2024-2025

### Central Office Administrators:

Veron Walters-Beaulieu  
Lenore C. Gagain  
Rigopoula Halkias

Superintendent of Schools  
Director of Curriculum & School Improvement  
Director of Special Education

### School Administrators:

Richard Andersen  
Daniel Cambra  
Kerry Carter  
Nickko Checovetes  
Petrina Evans  
Alice Heintz  
David Chris Hempel  
Latesha Jones  
Steve Miller  
Heather Mroz  
Matthew Reinke  
Roseann Sessa  
Heather Verdi  
Kayla Walker

State School Department Head  
State School Department Head  
State School Department Head  
State School Principal 1  
State School Department Head  
State School Department Head  
State School Department Head  
State School Principal 2  
State School Department Head  
State School Principal 2  
State School Principal 2  
State School Principal 1  
State School Principal 2  
State School Department Head

## Unified School District #1 Central Office Administrative Team



**Veron Walters-Beaulieu**  
**Superintendent of Schools**  
**Unified School District #1**

Superintendent Veron Walters-Beaulieu is the lead learner and head education administrator for Unified School District #1 with Connecticut's Department of Correction. Although her current role focuses on education leadership, her career experience includes sales management, counseling, teaching and leadership mentoring. Superintendent Walters-Beaulieu earned her BA in Psychology at Post University, her MA in Education at The University of Bridgeport, and her 092 in Educational Leadership and 093 in Executive Leadership Superintendent Certification at The University of Connecticut. Her diverse background allows her to approach leadership and education in the correctional environment, with a unique blend of empathy, strategic thinking, and creative ways to reach nontraditional learners. Veron's focus on professional development for educators has led to enhanced teaching practices and a more engaged learning community, where students benefit beyond the classroom.

Since starting with CTDOD in November 2001, Veron has held the positions of Correctional Counselor Trainee with Addiction Services, Teacher, State School Department Head, Principal, Director of Vocational Career and Technology and Fiscal Services, Deputy Superintendent and currently, Superintendent. She currently serves on two community boards, helping to support the arts through philanthropy and alternative education. By advocating for education access for all learners, she aims to break down barriers and ensure that faculty, staff and students of USD#1, have the opportunity to reach their full potential.



**Lenore C. Gagain**  
**Director of Curriculum and School Improvement**

Lenore C. Gagain is the Director of Curriculum and School Improvement for the district. Prior to this role, she worked with at-risk youth as a Resident Advisor at Youth Continuum Inc. in New Haven and as a Child Development Specialist at Waterbury Youth Services. She then served as the Director of Education at the Boys and Girls Club of the Lower Naugatuck Valley.

Lenore has a deep passion for education, which she cultivated during her decade-long tenure with Waterbury Public Schools. There, she taught in elementary schools, oversaw afterschool and summer programs, and held a school administrator position. Additionally, she has experience as both a school administrator and teacher in USD#1.

Lenore earned her Bachelor's degree in Psychology from Southern Connecticut State University and her Master's degree in Elementary Education from the University of New Haven. She further enhanced her qualifications by obtaining a Sixth Year Certificate in Educational Leadership from Southern Connecticut State University and completed the Superintendent of Schools Certificate Program at Sacred Heart University. Lenore is dedicated to education and is committed to the mission and vision of USD#1 and the Connecticut Department of Correction.



**Rigopoula "Rita" Halkias**  
**Director of Special Education**

Rigopoula "Rita" Halkias obtained a Bachelor's Degree in Special Education and a Master's Degree in Assistive Technology from Southern Connecticut State University. In 2015, she furthered her education and obtained a 6th Year Degree in Educational Leadership from Quinnipiac University.

Rita's passion for teaching was sparked during her student teaching experience at the Department of Correction in 2002, where she discovered profound satisfaction in guiding students eager to change their lives. Recognizing the transformative potential of education, she continued her work at Manson Youth Institution until 2007.

In 2007, Rita relocated to Athens, Greece, where she became an advocate for students whose voices often went unheard. As a special education consultant, Rita dedicated her efforts to training teachers and developing impactful curricula for students with Autism, striving to enhance their educational experiences.

Upon returning to the U.S. in 2009, Rita joined the Connecticut Technical High School System as a Special Education Teacher and later advanced to the role of Special Education Department Head at Abbott Technical High School and Wilcox Technical High School.

In 2022, Rita stepped into the position of Director of Special Education at USD #1. In this role, Rita is wholeheartedly committed to promoting diverse and inclusive Instructional practices, delivering specialized and related services tailored to meet each student's individual needs, prioritizing successful reintegration, and fostering strong community partnerships.

### **Unified School District #1 Quick Stats 2024-2025**

- ⇒ Duplicated enrollment: 4,852 students
- ⇒ Unduplicated enrollment: 3,634 students
- ⇒ Average daily enrollment : 1,308
- ⇒ Diplomas Awarded:  
\*GED - 97 students  
\*USD #1 Adult Education Diploma – 45 students
- ⇒ 364 students were promoted to higher class levels.
- ⇒ During the 2024-2025 school year, we remained steady with our testing and scored. In reading, the average student score increased 3 points and in math the average student score increased 2.5 points.
- ⇒ 1,642 Career-Technical Education module achievements were awarded.
- ⇒ 175 students were awarded Career-Technical Certificates of Completion.
- ⇒ 131 student completed the ServSafe Certification.
- ⇒ 181 student completed the OSHA10 Certification.

### **Facility Schools**

Bridgeport CC  
 Brooklyn CI  
 Cheshire CI  
 Cybulski CI  
 Corrigan CC  
 Garner CI  
 Hartford CC  
 MacDougall Walker CI  
 Manson Youth Institution  
 New Haven CC  
 Osborn CI  
 Robinson CI  
 York CI

### **USD#1 Staffing 2024-2025**

#### **School Sites**

13

#### **State School Teachers**

67

#### **Career & Technical Education Instructors**

27

#### **Library Media Specialists**

1

#### **Pupil Service Specialists**

13

#### **Correctional Transition Instructors**

4 (Full time)

5 (Part Time)

#### **Instructional Assistants**

1

#### **Clerical**

8 (Full Time)

2 (Part Time)

#### **Department Heads**

8

#### **Principals**

6

#### **Directors**

2

#### **Superintendent**

1

## Cheshire Correctional Institution



The Carpentry Program at Cheshire Correctional Institution, led by CVI DiLillo, presented a handcrafted table and chair set to the facility during their graduation ceremony on August 8, 2025. Inspired by the whimsical Mad Hatter's Tea Party from *Alice in Wonderland*, the set represents months of collaboration and student creativity. In collaboration with their custody partners, the carpentry class designed and built each piece to encourage incarcerated men to spend meaningful time with their youngest family members in a setting that fosters connection and bonding.



## Manson Youth Institution Murals

The library mural at MYI has stood the test of time, longer than any current staff member. This expansive and wondrous piece of art is a daily source of inspiration for both students and staff. It's often said that the longer you look at it, the more hidden details you discover, making each visit to the library a new experience.

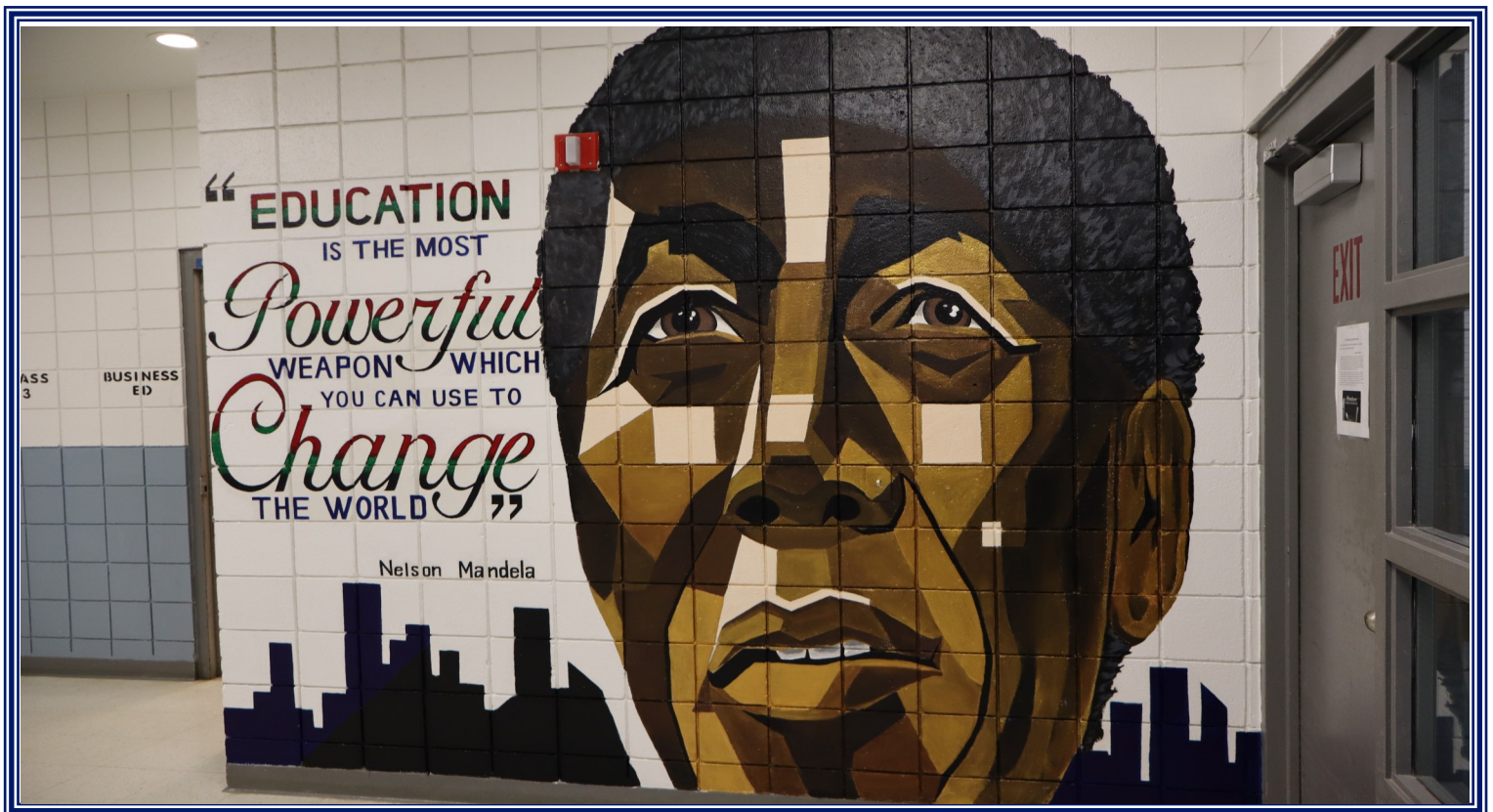


Created in 2024, this mural was designed to artistically represent two core values of MYI and its school community. Strategically placed in a high-traffic area, it's visible to most students each day—serving as a vibrant reminder of the principles that guide and inspire us. Through its thoughtful design, the mural connects art, values, and daily school life in a meaningful way.

Katherine Johnson, NASA's first African-American female mathematician. Her brilliant mind helped chart the course of history—literally. Johnson was the first to calculate flight trajectories for space missions, including the groundbreaking Apollo missions. Her legacy continues to inspire generations in STEM and beyond. Her mural is cherished in the school

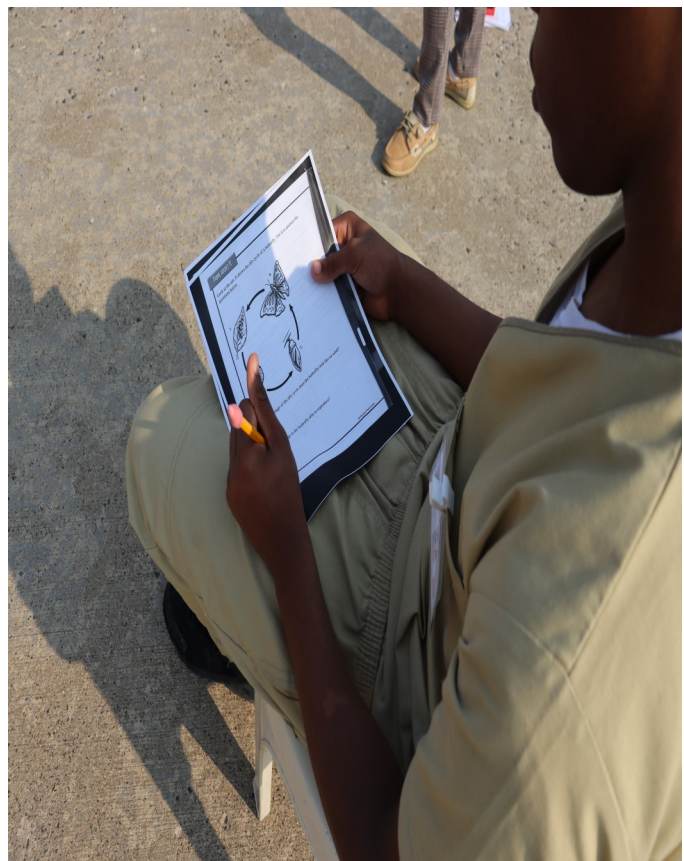


## Willard-Cybulski Correctional Institution Murals



# Butterfly Release Manson Youth Institution

Students at MYI took their learning outdoors for a hands-on lesson about butterflies. After observing the full life cycle, from caterpillar to chrysalis to butterfly, they had the opportunity to release the butterflies into the wild, bringing the lesson to life in a memorable and meaningful way.



STATE BOARD OF EDUCATION  
Hartford, Connecticut

# Teacher of the Year



## Teacher of the Year *Shannon Gavey*

Serving as the 2025 Teacher of the Year for USD#1 has been an incredible experience, and one that I am eternally grateful for. Over this last school year, I have reflected on what it means to “be seen” in this department, and as an educator. This has further solidified my daily efforts to “see” our students for who they are, beyond what brought them to our facilities, and to continue working to make an impact on their lives every day.

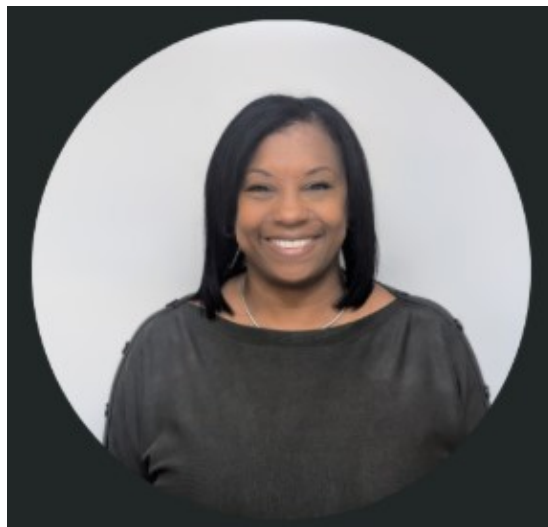
I am thankful for the love and support that my husband and my mother have given me, not only through this process, but over the course of my career with the State of Connecticut. Their constant encouragement has pushed me to persevere, even when faced with adversity, in order to continue advocating for those with no voice.

## **MANSON YOUTH INSTITUTION UNIT OF THE YEAR**



Left to right: Warden Pierce, Principal Reinke,  
Principal Checovetes, and Deputy Warden Johnson  
\*not pictured Principal Roseann Sessa and State School Department Head Steve Miller

## **CAACE 2024-2025 CONFERENCE SUPPORT STAFF OF THE YEAR**



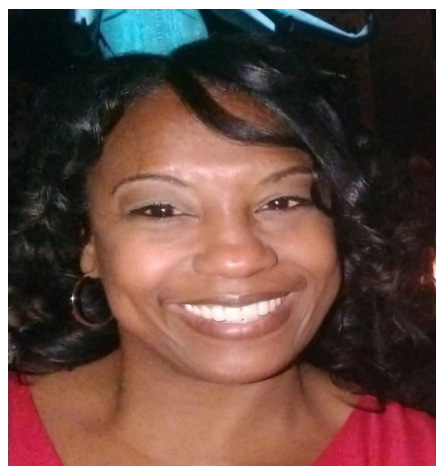
**Alicia Kelly-Brown**  
**Correctional Transition Instructor**  
**USD #1**

Corrigan Correctional Center  
2024-2025  
Support Supervisor of the Year



*Nickko Checovetes*  
State School Principal

Manson Youth Institution  
2024-2025  
Support Staff of the Year



*Alicia Kelly-Brown*  
Correctional Transition Instructor



Throughout the 2024–2025 school year, two staff members from each school across the district received specialized training in the Making Action Plans (MAPS) process. MAPS is a person-centered planning approach designed to support students as they prepare for successful transitions.



### **USD #1 Leadership, Career Resources, Bureau of Rehabilitation Services Community Resource Event.**

In September 2024, stakeholders gathered with students at Manson Youth Institution for a Community Resource Event. Through a series of roundtable informational sessions, students were provided with valuable insights into community-based supports and services available to them.



SST Robyn Media puts her training into practice by facilitating a Making Action Plans session at Garner Correctional Institution.

## Historical Background

In June of 1969 the Connecticut General Assembly enacted legislation formally establishing Unified School District #1 (USD#1) as the legally vested school district within the Connecticut Department of Correction (DOC). From a small and limited beginning, the district has grown to be a comprehensive and dynamic component of the Agency's Programs and Treatment Unit. Today, USD#1 is a national leader in correctional education with approximately 150 employees in 13 facilities across Connecticut. Unified School District #1 continues to be responsive to the needs of our students with a focus, not only on academics and career-technical education, but on social emotional learning (SEL) which has a direct impact on our students' learning abilities.

## General Information

Unified School District #1 remains dedicated to providing quality educational programming that meets the needs of its incarcerated population and prepares them to successfully transition back to society. Best practices and evidenced-based research are the foundations that support academic knowledge, vocational competencies, life skills development, multiculturalism, and technology awareness in a positive, and growth-oriented environment that prepare students to be life-long learners.

Educational programming is flexible enough to accommodate a variety of learning styles, yet designed to provide the essential structure necessary to support the orderly assimilation of academic, social, and emotional skills on a daily basis. Educational programming is designed to provide essential opportunities to offenders while supporting the specific needs of each facility and the mission of the Connecticut Department of Correction. Approximately 59% of offenders within the Department of Correction did not hold a High School Diploma or GED during the 2024-2025 school year.

While not all programs are available in each facility, throughout the district USD#1 offers a K-12 High School Program, Adult Basic Education (ABE), General Education Development (GED), Credit Diploma Program (CDP), English Second Language (ESL), and a wide variety of Career-Technical Education (CTE) programs. Additionally, certified educators provide opportunities for students to explore other topics vital to their personal growth and development. The talented and dedicated professionals in USD#1 are grounded in the knowledge that recidivism is reduced by helping offenders become educated and mature citizens who transition from prison as positive and responsible contributors to the larger community.

## Organization

The Commissioner of the Connecticut Department of Correction is designated as the Chairperson of the school board for Unified School District #1 per General Statute 18-99a. The authority to administer, organize, manage, and supervise the daily operations of the district is the responsibility of the Superintendent of Schools who may further delegate this authority to other school administrators and staff, as necessary.

The Superintendent is responsible for: (1) Maintaining oversight and compliance with Agency and State Department of Education policies, procedures and regulations, (2) Developing and implementing progressive district school improvement projects and managing the operational needs of all schools in USD#1, and (3) Implementing measures to evaluate the effectiveness of teaching and learning as well as

## Organization *(continued)*

USD#1, and (3) Implementing measures to evaluate the effectiveness of teaching and learning as well as providing support and guidance about education to the Commissioner and his executive team. The Superintendent is also responsible for hiring, retention, and termination decisions for the school staff in collaboration with Human Resources.

Under the guidance and leadership of the Superintendent, the USD#1 administrative team supports the effective operation of the district. USD#1 employs both certified educational staff and direct and indirect support staff employees in a variety of settings.

All professional staff members are CT State certified and must maintain their certification to ensure compliance with Connecticut State Department of Education certification requirements. Ongoing professional development opportunities are provided to all certified staff in accordance with best practices. All professional development is founded upon the principle of results-based accountability and focused on improving school effectiveness and achievement for all students in USD#1.

## Personnel

Unified School District #1 employs full-time certified educators across a wide spectrum of endorsement areas including Superintendent of Schools, State School Principals, State School Department Heads, Pupil Services Specialists (School Counselors, School Psychologists, and School Social Workers), State School Teachers, Vocational Instructors, and Library Media Specialists. The District also employs full-time clerical staff at Central Office and in many of our facility-based schools. Other support services are also provided by federally funded part-time clerical staff, and Correctional Transition Instructors/Instructional Assistants. All professional educators are appropriately state certified by the Connecticut Department of Education.

## Teacher Education & Mentoring Program (TEAM)

Supporting beginning teachers through quality mentorship has been a goal of the Connecticut State Department of Education for decades and continues to be a focus point of Unified School District #1. The demands placed on new teachers can lead to professional exhaustion and inconsistencies in teaching practices if not given opportunities to celebrate success and assess failure with guided support. Teachers are the most valuable resource in education, and high-quality performance in teaching is an essential component of educational improvement and reform. Connecticut recognizes that supporting beginning teachers through a well-designed mentoring program is critical for inducting and retaining new teachers to the profession and positively impacting student achievement. TEAM is a state initiative implemented by the district which is intended to assist teachers who are new to the profession in the transition from pre-service to professional practice. TEAM is designed around five professional growth modules in order to provide a framework for the support of new teachers. These five modules are focused on the following domains of the Connecticut Common Core of Teaching (CCT): classroom environment, planning, curriculum requirements and school and district goals. Working in collaboration, mentors and beginning teachers establish the focus of each module and develop a professional growth action plan for the beginning teacher based on an individualized needs assessment.

## Teacher Education & Mentoring Program (TEAM) *(continued)*

At the culmination of each module, a written reflection paper is submitted by the beginning teacher to a district to determine if the beginning teacher has successfully completed the module. All teachers holding an initial educator certificate in the following endorsement areas: bilingual education, elementary education, English language arts, health, mathematics, science, history/social studies, special education, music, physical education, visual arts, world languages and teachers of English as a second language, receive two years of mentorship and will be required to successfully complete all five modules in order to be eligible for the provisional educator certificate. All teachers holding an initial educator certificate in the following endorsement areas: business education, vocational agriculture, agriculture, home economics, technology education, partially sighted, hearing impaired, blind, marketing educator, occupational subjects in a technical high school, trade and industrial occupations in a comprehensive high school, health occupations in a technical high school, health occupations in a comprehensive high school and unique endorsements in dance, theater and Montessori, receive one year of mentorship and are required to successfully complete two modules of their choice (selected from modules 1-4) and module 5 to be eligible for the provisional educator certificate.

## Technology Access

As part of our continued investment in instructional excellence, we are upgrading older teacher laptops to newer, more efficient models, ensuring that all staff have access to the tools necessary for today's dynamic learning environments. In addition, we are replacing outdated wired equipment with wireless solutions—such as wireless document cameras and seamless wireless connections between laptops and smartboards—allowing for greater mobility, flexibility, and engagement in the classroom. Complementing these hardware upgrades are our robust digital learning subscriptions, which include Newsela, offering leveled current events and articles to support literacy across content areas; Scholastic, enhanced with internet-based features that bring literature and nonfiction to life; Burlington English, provided in partnership with the State Department of Education to support English language learners with personalized, standards-aligned instruction; and Reading A to Z, a comprehensive resource for differentiated reading practice. Together, these tools empower educators to deliver high-quality, interactive instruction that meets the diverse needs of all learners.

## Professional Development

During the 2024-2025 school year, USD#1 staff received the following hours in training: 111 hours of Special Education, 29 hours of Culture and Climate, 53 hours of Career and Technical (including OSHA), 84.50 hours of Curriculum/Instruction/ESL, 35 Hours of TEAM (Mentoring Program), and 5 Hours of Technology. In addition, staff received 14 hours of K-12 and Adult Education Professional Development (PD) combined between our 2 yearly conferences. In total, we provided approximately 531 hours of site-based PD in areas such as data collection, pedagogical practices, using Comprehensive Adult Student Assessment Systems (CASAS) results to guide instruction and teacher evaluation (TEVAL).

## Professional Development *(continued)*

USD#1 is required to provide at least 18 hours of planned professional development for its certified staff annually. In collaboration with the Superintendent of Schools, topics are identified by the District Improvement Plan and are based on district goals, staff surveys, and student test results as well as other student academic, social and behavioral needs. In addition, certified staff have contractual language that provides opportunity for them to attend 3 days of appropriate and approved professional development activities each school year. Site administrators and Directors also have the ability to identify and deliver professional development to meet the needs of the students and staff.

## District Improvement Goals

### **District Improvement Plan Goal #1 - Organizational Health and Systems**

By 2027, Unified School District #1 will design and implement comprehensive systems of wellness and social-emotional health that include professional developments, collaboration, and community-building initiatives for faculty, staff, and students, aiming to achieve a 65% strength rating on district surveys to support cohesion and trust.

### **District Improvement Plan Goal #2 – Culture, Climate, and Improvement**

By the end of 2027, Unified School District #1 will enhance instructional practices and student learning outcomes by ensuring effective collaboration across all organizational levels. This will be achieved by: (1) implementing a system for regularly evaluating school and individual student progress, (2) fostering a culture of continuous research and sharing of best practices with a focus on diversity, equity, and inclusion (DEI), and (3) providing support and supervision of teachers in applying effective and equitable classroom strategies. Success will be measured by a 15% improvement in student learning outcomes and a 20% increase in teacher satisfaction with support and supervision.

### **District Improvement Plan Goal #3 – Curriculum, Instruction, and Assessment**

By the end of the 2027 school year, Unified School District #1 will implement college and career readiness programs aligned with the Portrait of the Graduate principles in 100% of classrooms. The district will also equip classrooms with high-quality resources and strategies and engage in data-driven decision-making with all staff. Success will be measured by a 20% improvement in student engagement, assessment data, achievement, completion, certification, progression/promotion, and graduation data.

## School Culture and Climate

Unified School District #1, in collaboration with the Department of Correction, is committed to creating and maintaining an educational environment free from bullying or teen dating violence, harassment, and discrimination. In an effort to foster an atmosphere conducive to teaching and learning, the district's School Culture and Climate Committee has developed a Safe School Climate Plan in accordance with state law Public Act 11-232, An Act Concerning the Strengthening of School Bullying Laws and Public Act 19-166, An Act Concerning School Climates.

We believe that a school environment in which students feel safe, supported, engaged, and appropriately challenged is foundational to optimal learning and healthy development. USD #1's goal is to promote a positive and sustained school climate that nurtures social, emotional, ethical, and academic skills to realize students' fullest potential built upon clear and equitable policies and practices where all members of the school community feel safe, included, and accepted.

## Students

Unified School District #1 provides education services to offenders incarcerated as adults in the CT Department of Correction. Students under the age of 18 without a high school diploma or GED are required to attend school while school is voluntary for offenders ages 18 years or older.

| Age Group           | Education          |
|---------------------|--------------------|
| 15-17 year olds     | Required to Attend |
| 18 years old and up | Voluntary          |

## Academic Program Options

Unified School District #1 offers the following academic program options; however, not all options are available to all students.

| Academic Program Options |                     |                 |                        |
|--------------------------|---------------------|-----------------|------------------------|
| Ages                     | K-12 Education      | Adult Education |                        |
| 15-17 years old          | High School Program |                 |                        |
| 18-21 years old          | High School Program | ABE/GED Program | Credit Diploma Program |
| 22 years old or older    |                     | ABE/GED Program | Credit Diploma Program |

## Program Descriptions

USD#1 offers a variety of educational opportunities for students. Not all programs are available in all facilities and eligibility is based on individual review of student credits and other pertinent information.

### ***Adult Basic Education (ABE)***

ABE is the primary program of education designed to provide academic skills instruction in the areas of English Language Arts, Mathematics, General Science and Social Studies. Students are placed in classrooms based on their academic proficiency at an appropriate instructional level. This tiered program aligns with Common Core and College and Career Readiness standards and focuses on increasing proficiency through the eighth grade level.

### ***General Education Development (GED)***

The GED program is designed for students whose academic skills are above the eighth grade level. Instructional content is aligned with College and Career Readiness standards and is designed to provide ample opportunity for students to improve their skills in English Language Arts, Mathematics, General Science and Social Studies while they are preparing to earn a high school diploma through the examination process. Students who qualify may take the GED in Spanish.

### ***High School Program***

The High School Program (HSP) offers students an opportunity to continue along their traditional path to a State of CT High School Diploma (120 hours of instruction per credit). The sending district's school records and transcripts are audited by the School Guidance Counselor and coursework and programming are determined to meet the students' needs and assist with meeting the current graduation requirements set forth by the State Department of Education.

### ***Adult High School Credit Diploma Program***

The Credit Diploma Program (CDP) is an Adult Basic Education model for achieving a high school diploma. Students will complete at least 48 hours of instruction per credit. Generally, in order to be considered for this rigorous path to high school diploma, the student must be performing on a minimum academic level recommended by the State Department of Education. The sending district's school records and transcripts are audited by the School Guidance Counselor and coursework and programming are determined to meet the students' needs and assist with meeting the current graduation requirements set forth by the State Department of Education.

### ***Career-Technical Education***

Career-Technical Education (CTE) programs are offered at many of our facilities. These programs combine theory and practical instruction using industry-standard equipment, 21st century pedagogy and employer identified essential skills across a wide array of trades and vocations. Students are taught a variety of marketable skills and have the opportunity to earn micro-credentials, such as OSHA-10 and the CDL Learners Permit, in preparation for entry-level employment when they transition to their respective communities.

USD#1 vocational instructors, certified by the Connecticut Department of Education in their particular trade area, participate in curriculum and professional development in order to keep abreast of rapidly evolving industry standards. Community partnerships are established and maintained with many organizations to provide on-the-job experiences for students in their respective fields of study and many such partnerships have led to employment for our returning citizens in high leverage fields as identified by the CT Department of Labor. Seeking ongoing improvement, during the 2024-2025 academic year, OSHA training was expanded to include OSHA-Construction, and we have begun to explore the opportunity to offer the Prometric licensure test to our Cosmetology and Barbering students.

## ***Special Education and Related Services***

Special Education and Related Services at the Connecticut Department of Correction prioritize the well-being and academic success of all students. A thorough identification and referral process ensures that individuals remanded to the Connecticut Department of Correction receive the appropriate special education services. Whether a student has an Individualized Education Plan (IEP), is eligible for accommodations under Section 504 of the U.S. Rehabilitation Act, or requires Scientific Research Based Interventions, certified special education teachers and pupil services specialists work collaboratively to provide tailored support.

The goal is to integrate students with disabilities into the classroom alongside their non-disabled peers in the least restrictive environment. This collaborative effort involves implementing strategies, modifications, and accommodations to facilitate progress in the general education curriculum. Additionally, related services are available based on recommendations from the Planning and Placement Team (PPT).

Certified staff also administer standardized assessment and vocational interest assessments to aid in student growth and development. Utilizing data, the staff further enhance the student experience by offering support in various areas including but not limited to counseling, cognitive behavioral therapy, transition planning, self-advocacy, self-determination, goal setting, specially designed instruction, and career exploration.

## ***Pupil Services Specialists***

USD#1 provides support services to our students. Staffing includes certified school psychologists, school counselors (Guidance), and school social workers. Our pupil services staff provide guidance and counseling in the areas of social emotional development, executive functioning, functional life skills, transition, student recruitment and placement, high school credit and diploma options, group and individualized services and student evaluation.

Pupil services staff coordinate and administer standardized assessments, and focus is placed on student acquisition of problem-solving skills, communication skills and employability skills that assist students in reaching their full potential academically, behaviorally and socially.

## ***English as a Second Language (ESL)***

This program provides instruction for students whose primary language is not English. Focus is placed on learning to speak, read, and write English and to assist students in the development of skills necessary for career readiness and post-secondary opportunities.

## ***Transition and Support Services***

Transition and Support Services at the Connecticut Department of Correction provide a continuum of services aimed at improving employment outcomes, facilitating academic success, and preparing students for post-secondary/training, employment, and independent living skill if applicable. Transition planning along with intra-agency and inter-district collaboration, is used to ensure students returning to their communities receive the appropriate support and guidance to be successful and positive contributors to society. During the 2024–2025 school year, *Project Genesis—USD #1's Transition Services* initiative—was implemented across all district facilities. This structured toolkit features five interactive modules designed to guide students through key areas essential for successful post-secondary transitions: self-assessment, career exploration, job readiness, financial literacy, and community resources.

### ***Transition and Support Services (continued)***

By working through these modules, students gain practical knowledge and skills that empower them to navigate their futures with confidence and purpose. Additionally, two staff members from each school across the district received specialized training in the Making Action Plans (MAPS) process. MAPS is a person-centered planning approach designed to support students as they prepare for successful transitions.

### ***Library/Media Centers***

Libraries/Media Centers are operated at select facilities based on student needs and staff availability. Borrowing privileges are extended to students and, when appropriate, general population inmates to support literacy and personal growth. Additionally, teachers may work with certified library staff to provide their students with extended opportunities to read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Many teachers also maintain classroom literary collections for student use.

### ***Correspondence Courses***

Post-secondary students may participate in earning college credits through correspondence courses paid for by the students. Work is completed independently and exams are usually timed in a proctored room by school staff.

### ***Assessment***

USD#1 administers the Test of Adult Basic Education (TABE) to all students three (3) times each year to assess student growth. Additionally, TABE tests are used to assess individual student grade level performance in the areas of Reading, Math, and Language Arts. At the site level, testing data is used to inform appropriate placement, plan programming, and measure student progress. At the district level, USD#1 uses student information to evaluate, enhance, and sustain programmatic needs.

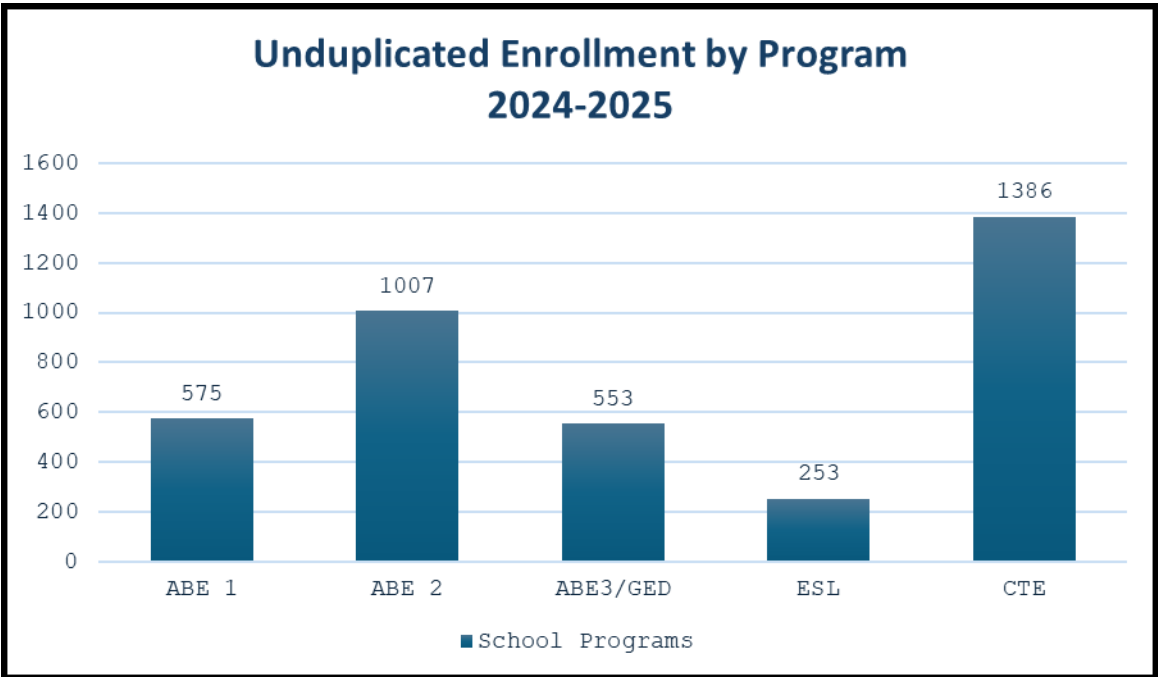
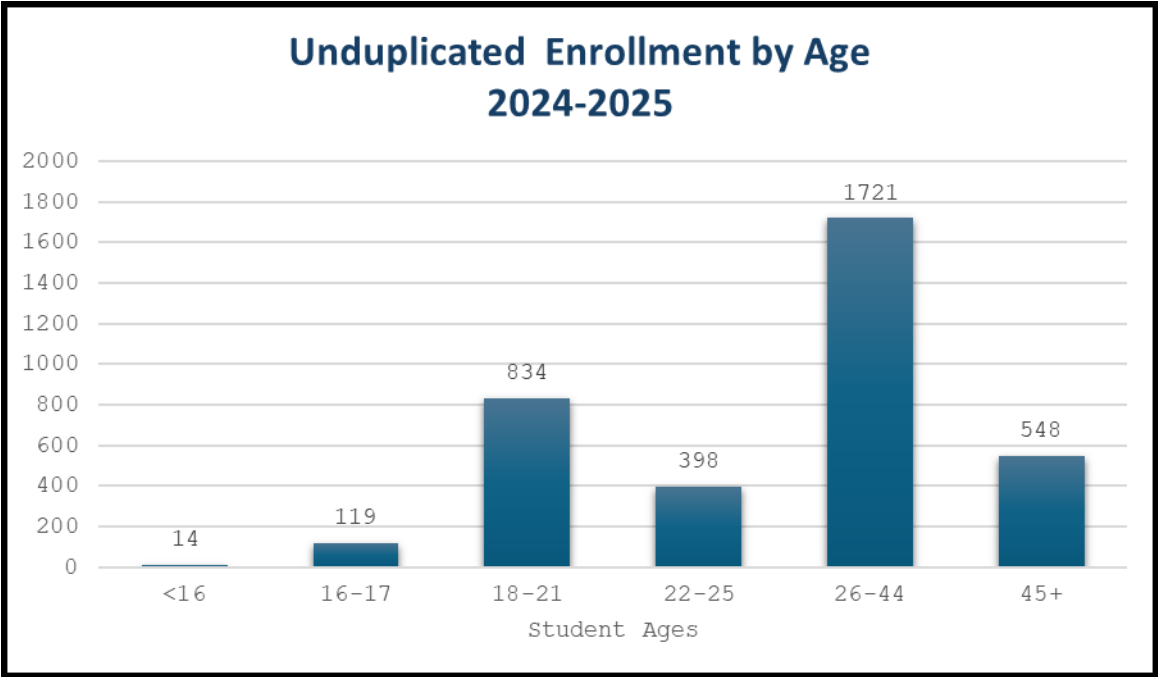
The CASAS Reading GOALS are administered to all students enrolled in Adult Basic Education or the General Education Development Diploma programs. This series is administered at the start of the school year, and students are continuously and individually assessed to determine growth in alignment with the learning targets. The CASAS competency-based series provides vital data that helps schools in USD#1 identify the reading skills that students need to succeed in the workplace and align to the Common Core State Standards. The CASAS Reading STEPS series is administered to all those enrolled in our English as a Second Language classes. This series is administered at the start of the school year, and students are continually and individually assessed to determine growth in alignment with the learning targets. The READING STEPS (Student Test of English Progress and Success) assessment is aligned with the English Language Proficiency (ELP) Standards for Adult Education and includes 5 test levels to support improved accuracy resulting in better student outcomes. The CASAS Math Goals 2 Series has been added to our testing cycle. The Math Goals 2 series measures academic and higher-order math skills. The series is a balance of life skills and workplace-related math with content of practical use to adults. The test includes 5 different levels to support student growth and outcomes.

In addition to standardized testing, USD#1 utilizes other prescribed testing tools to determine cognitive and/or behavioral needs, social-emotional skills, specific academic strengths and weaknesses, and provide additional information to educational professionals in our schools.

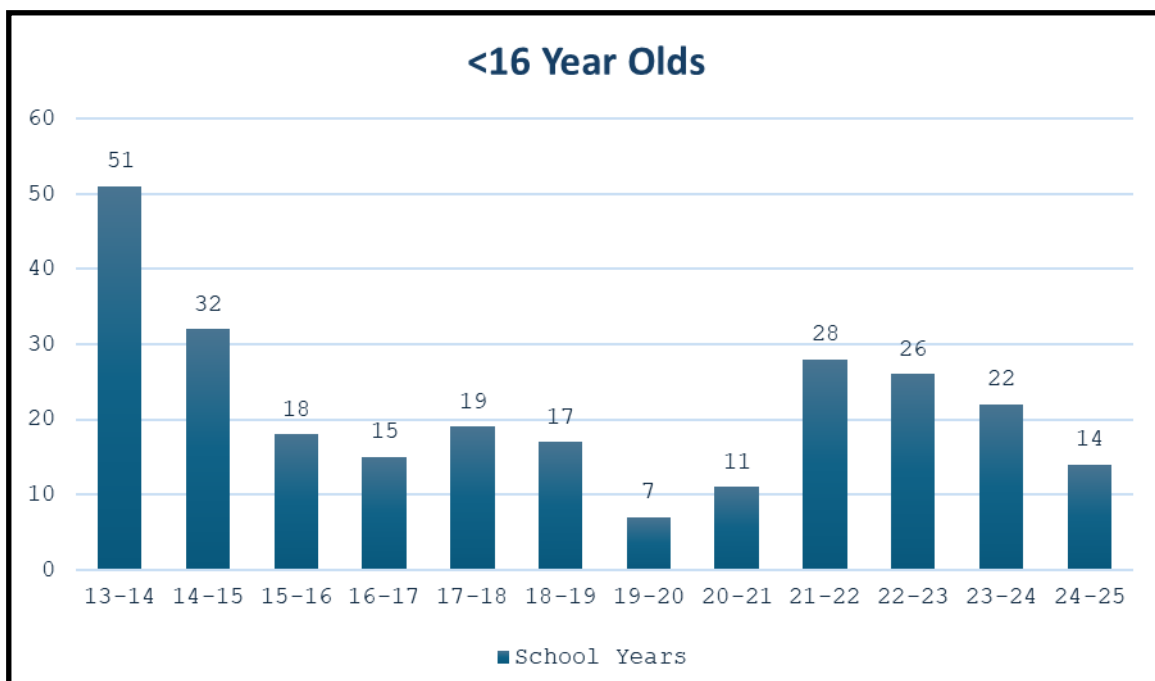
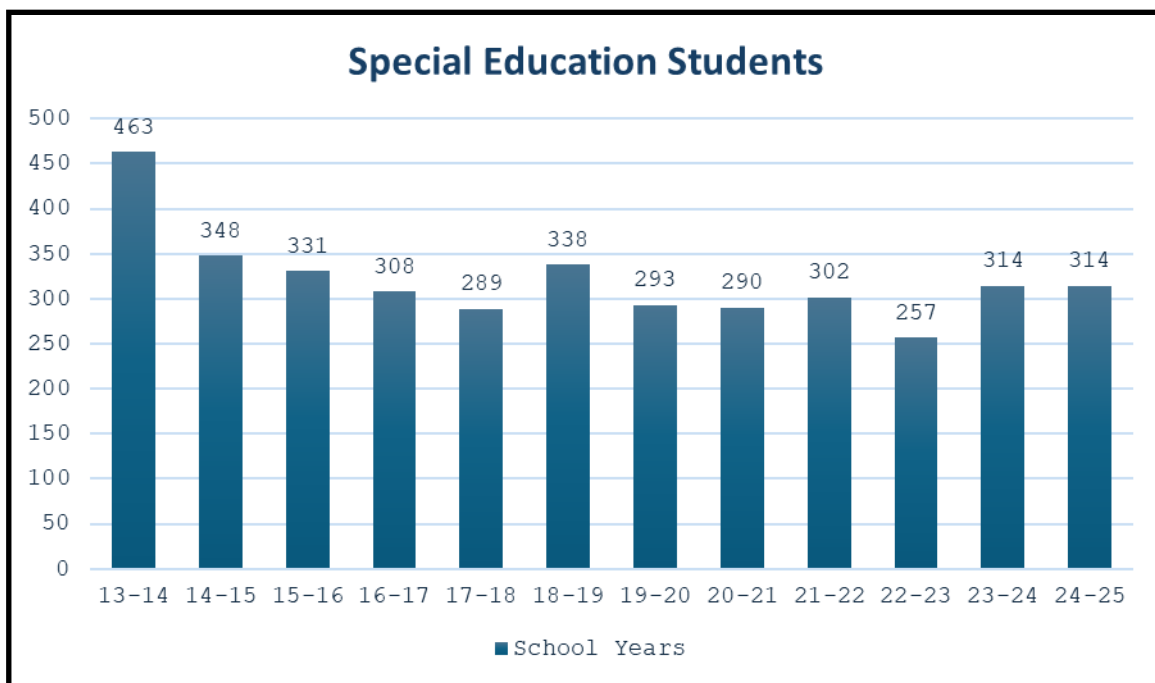
## 2024-2025 Educational Offerings by Type

| Program Type               | Educational Offerings*                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic & Enrichment      | Adult Basic Education (ABE)<br>Credit Diploma Program (CDP)<br>English as a Second Language (ESL)/Teaching English to Speakers of Other Languages (TESOL)<br>General Education Development (GED)<br>K-12 High School Diploma<br>Special Education<br>Technology Education                                                                                                                                |
| Student Services           | Academic Assessments<br>Career Resource Fairs<br>Continuing Education<br>Correspondence Courses<br>Counseling Services<br>Special Education and Related Services<br>Social Emotional Learning                                                                                                                                                                                                            |
| Career-Technical Education | Advanced Manufacturing<br>Auto Body Repair Technology<br>Automotive Detail<br>Automotive Technology<br>Barbering<br>Building Trades<br>Business Education<br>Carpentry<br>Commercial Cleaning<br>Commercial Driver's License<br>Cosmetology<br>Culinary Arts Technology<br>Graphic Arts Technology<br>Hospitality Operations Technology<br>Principles of Manufacturing<br>Small Engine Repair Technology |

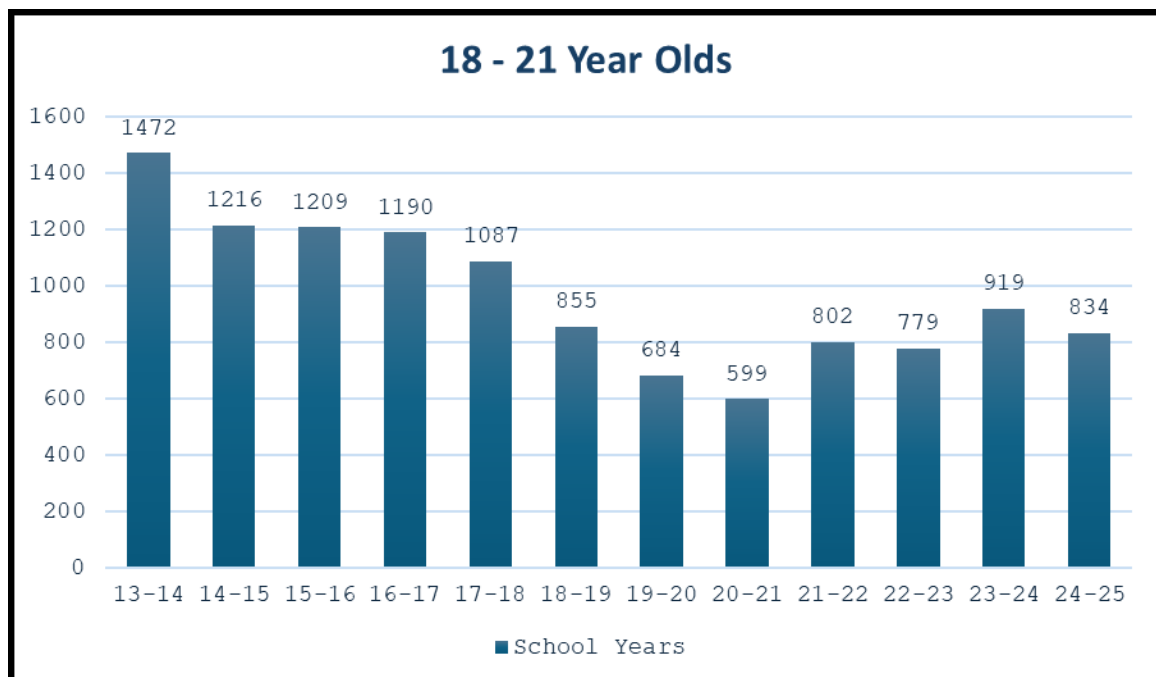
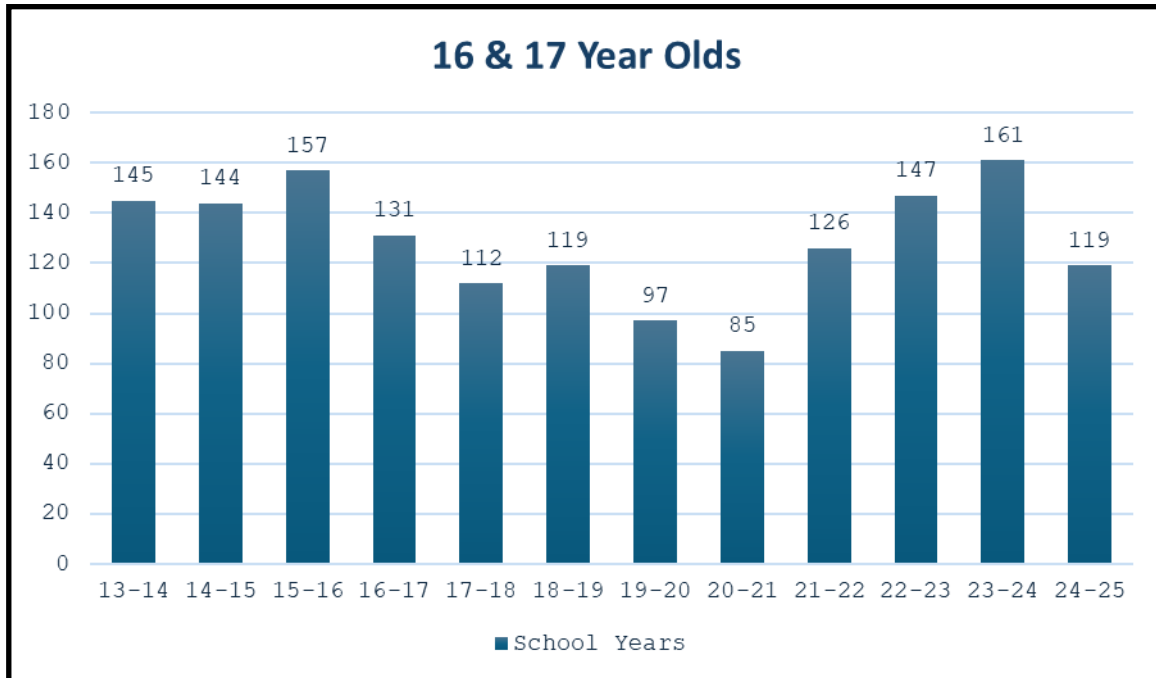
# Student Enrollment Data



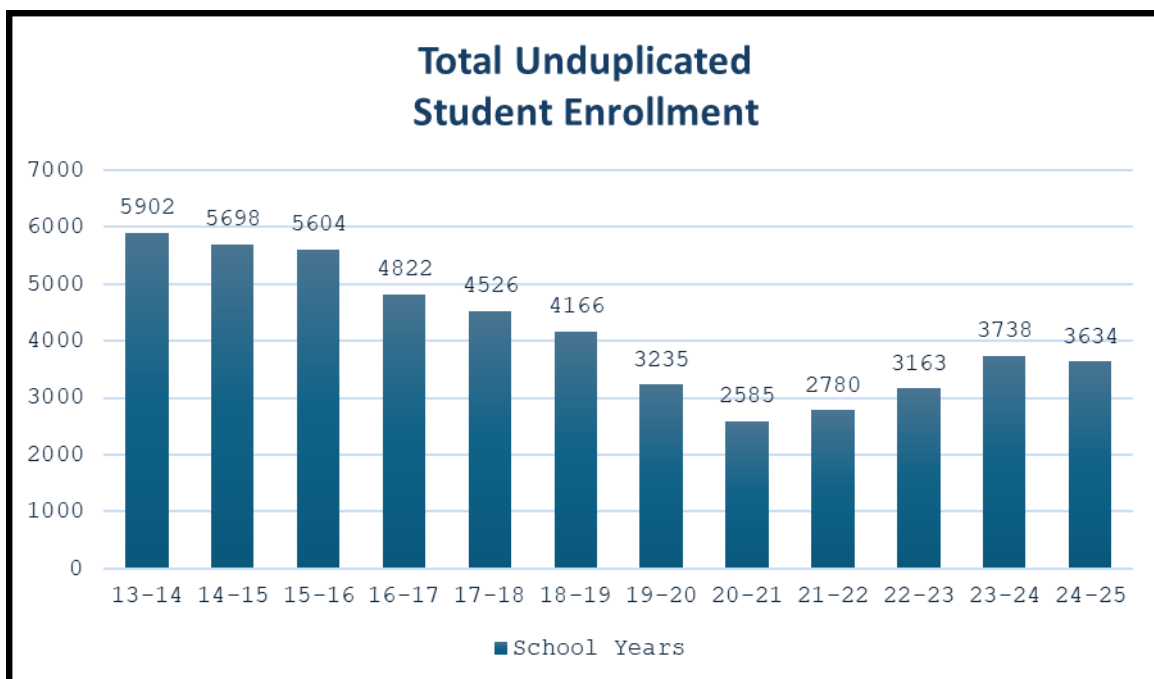
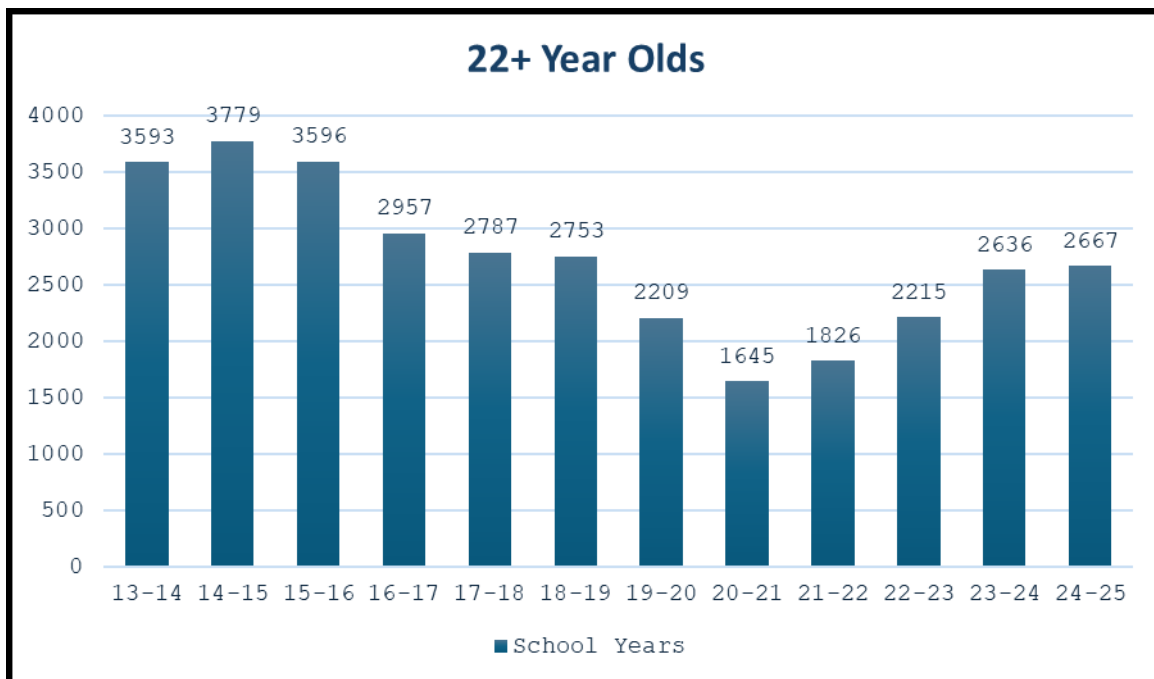
## Enrollment Trend Data



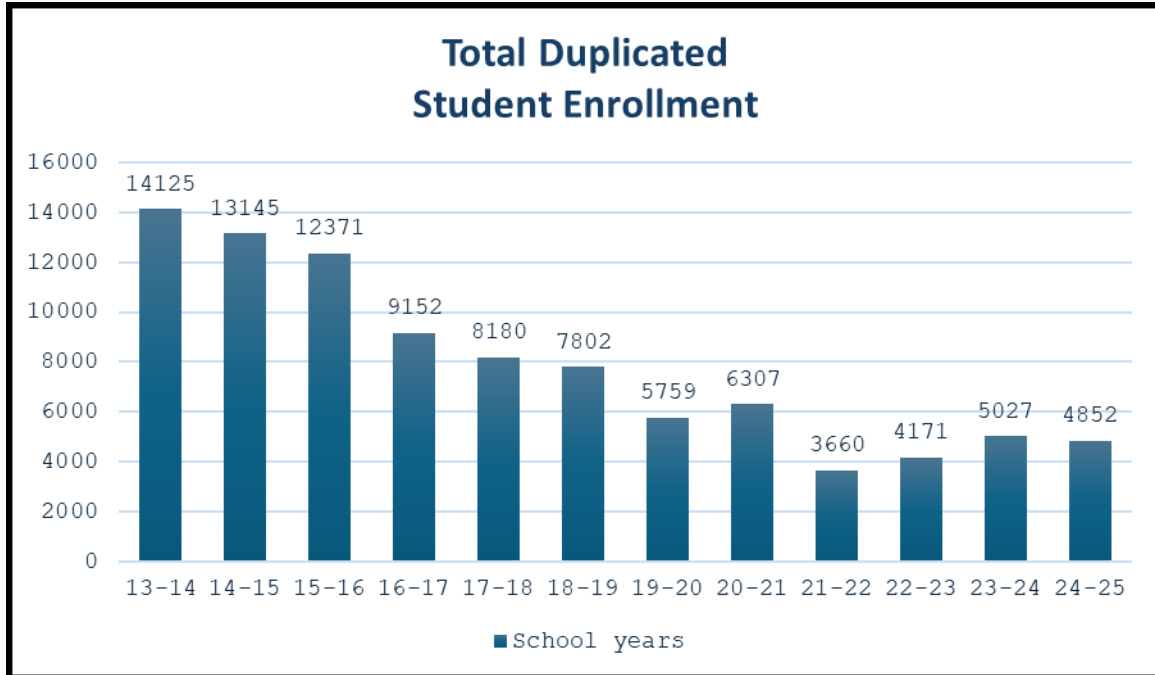
## Enrollment Trend Data



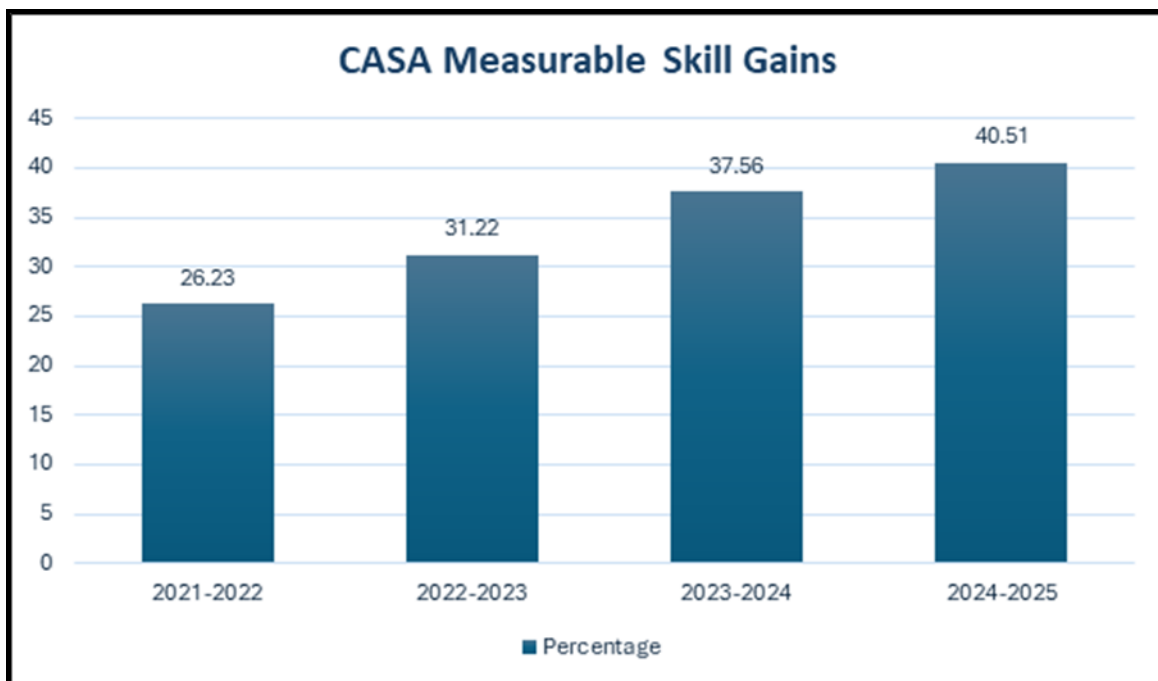
## Enrollment Trend Data



## Enrollment Trend Data

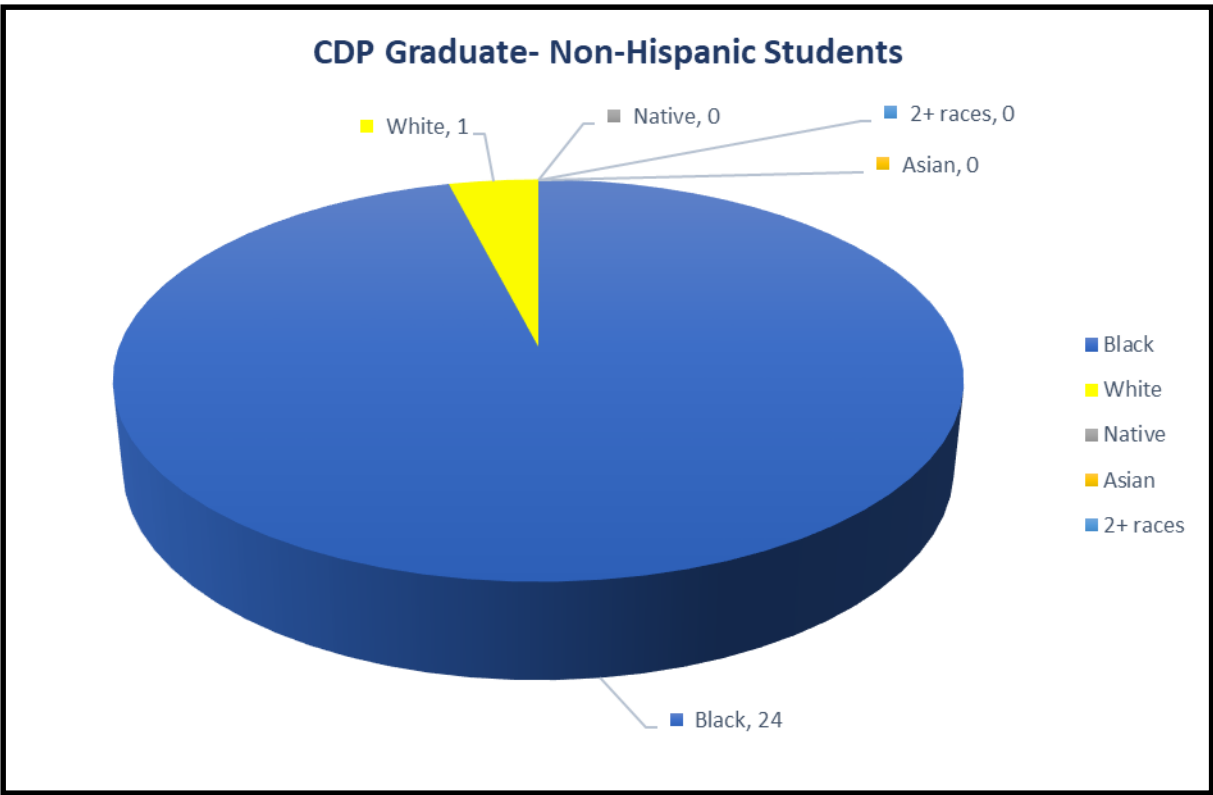
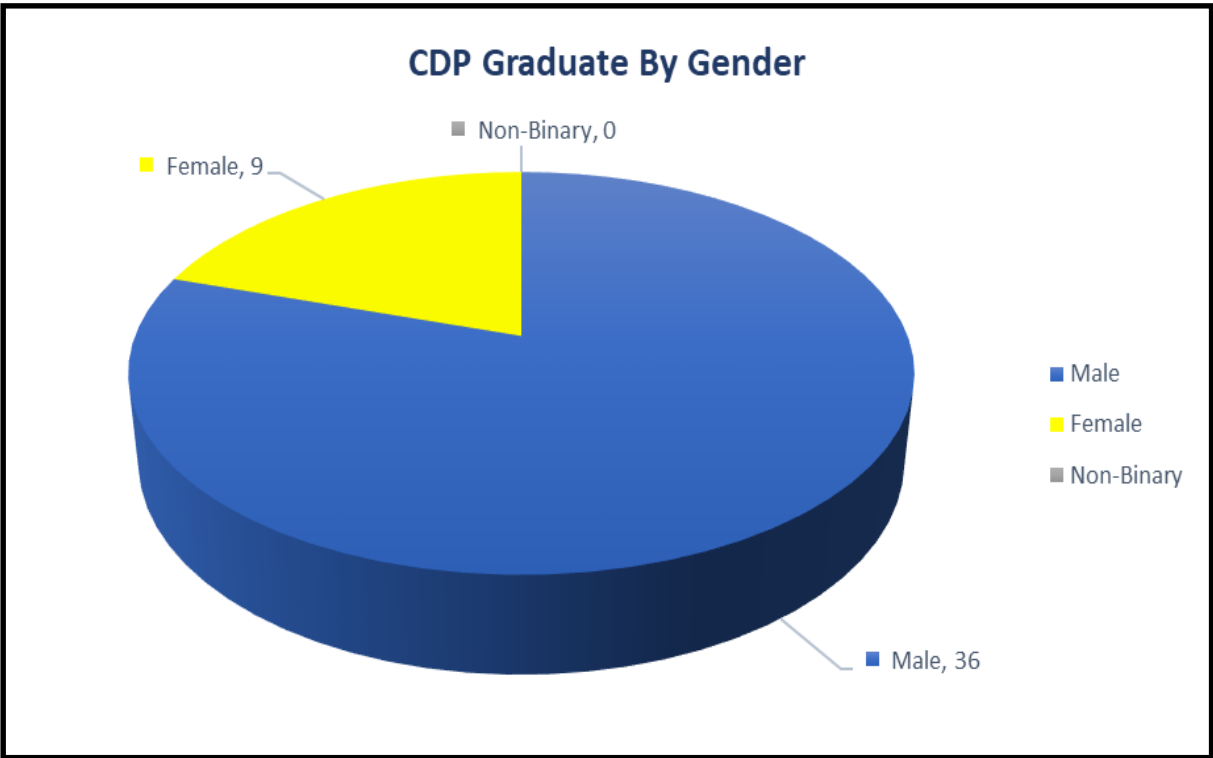


## CASAS Data



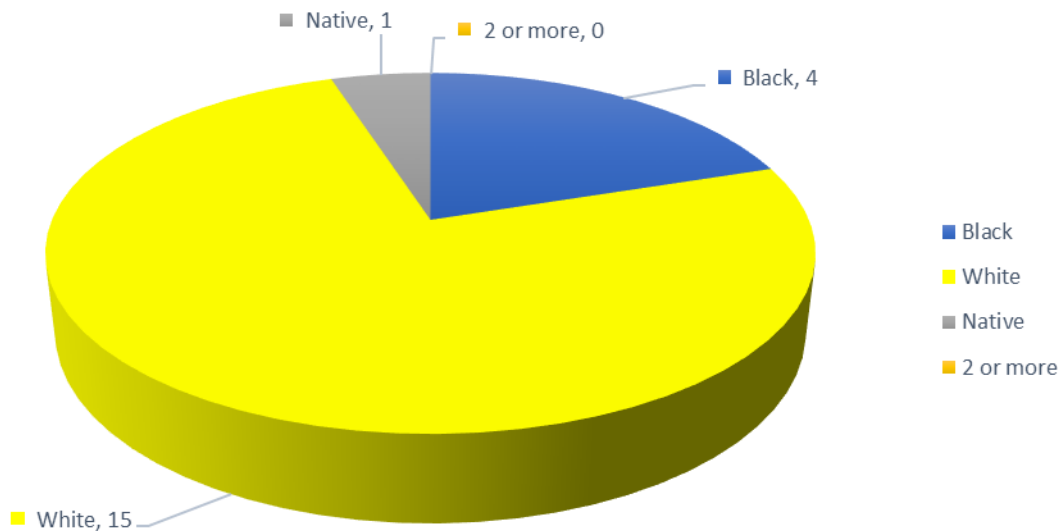
From the 2021-2022 school year to the 2024-2025 school year, we have seen a 14.28% increase in our CASAS Measurable Skill Gains. This consistent year-over-year growth reflects the impact of revised implementation strategies and improved communication around testing procedures and deadlines.

# Adult High School Credit Diploma Program

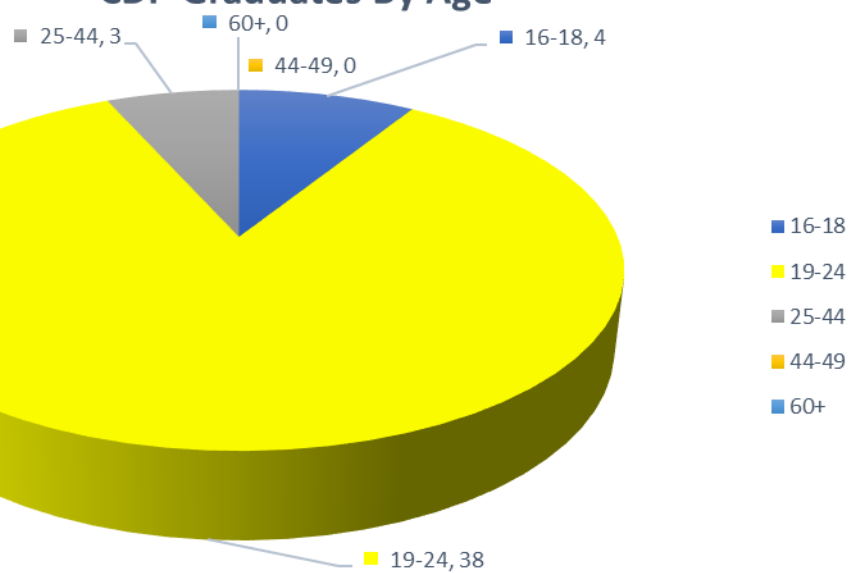


## Adult High School Credit Diploma Program

**CDP Graduate-Hispanic Students**



**CDP Graduates By Age**



# State of Connecticut High School Diploma Program

## State High School Diploma Graduates By Gender

0

■ Male ■ Female

\*Zero State High School Graduates in the 2024-2025 school year

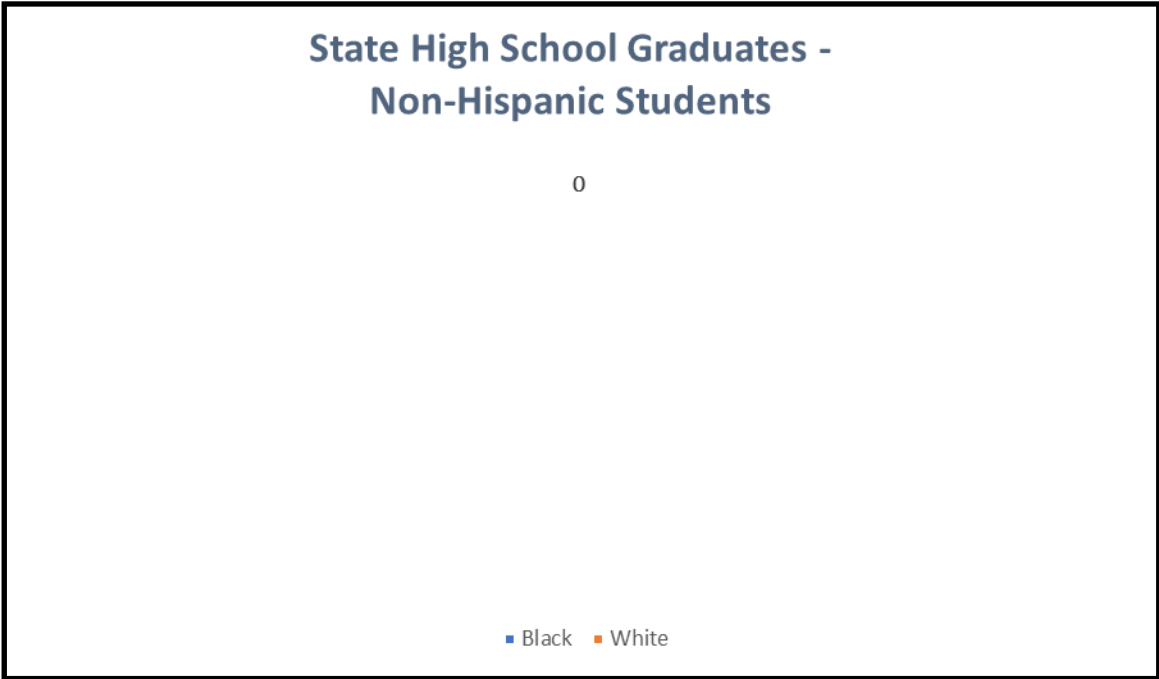
## State High School Diploma Graduates By Age

0

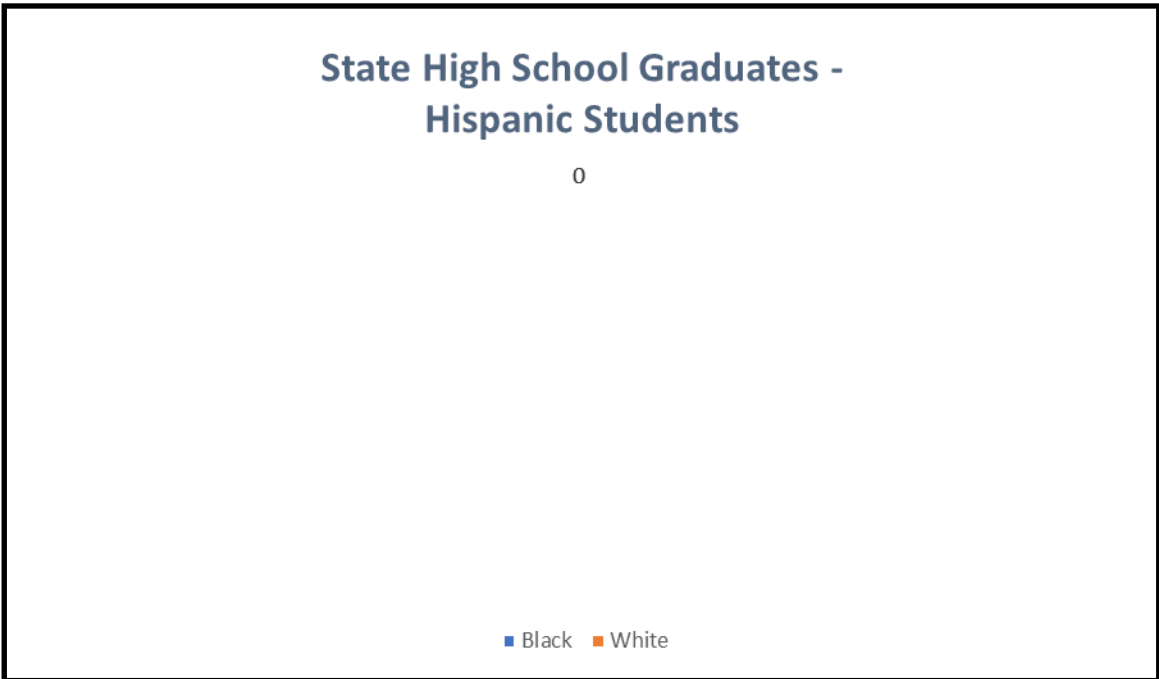
■ 18 ■ 19-24

\*Zero State High School Graduates in the 2024-2025 school year

# State of Connecticut High School Diploma Program

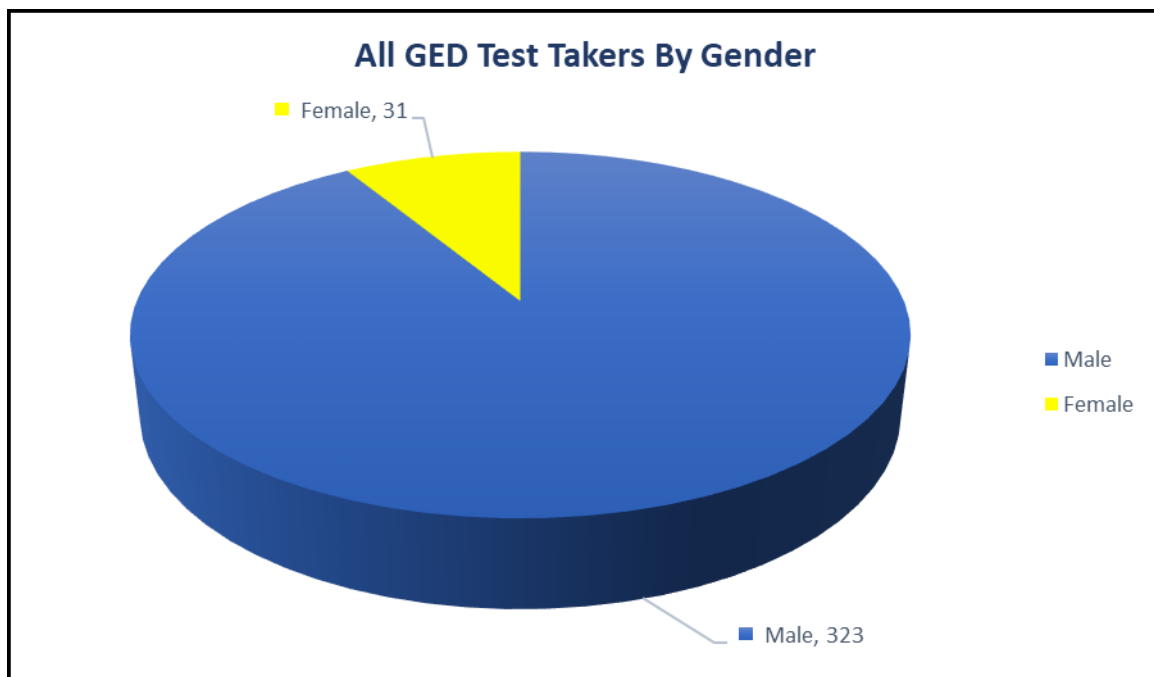
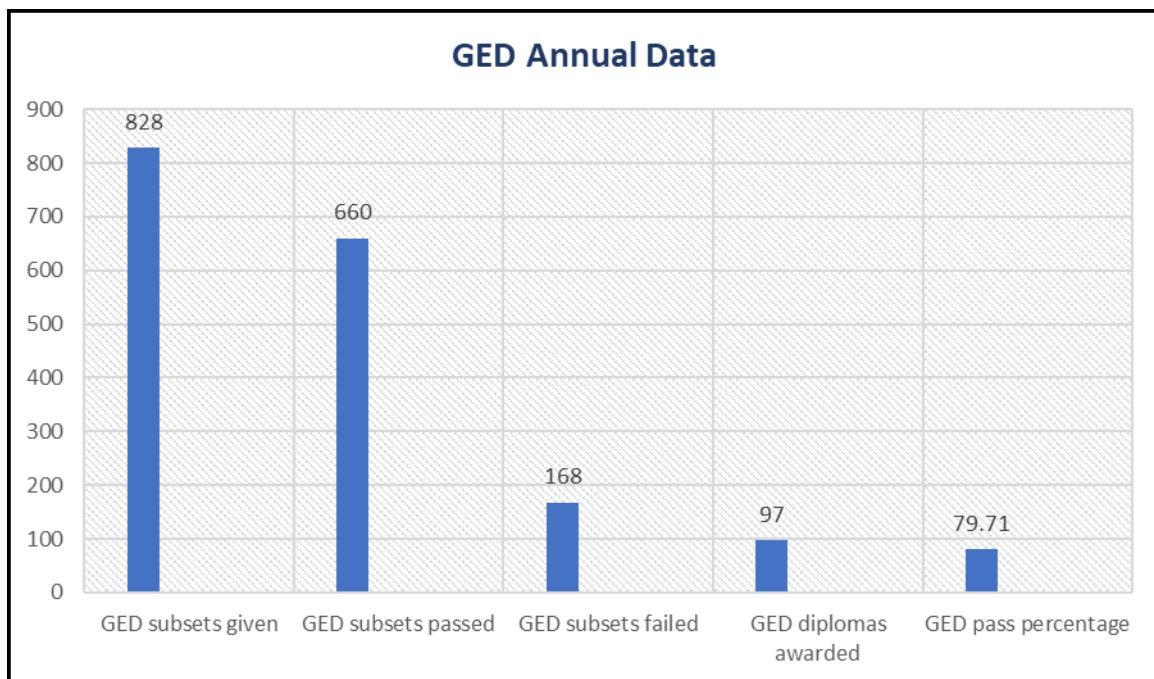


\*Zero Non-Hispanic State High School Graduates in the 2024-2025 school year

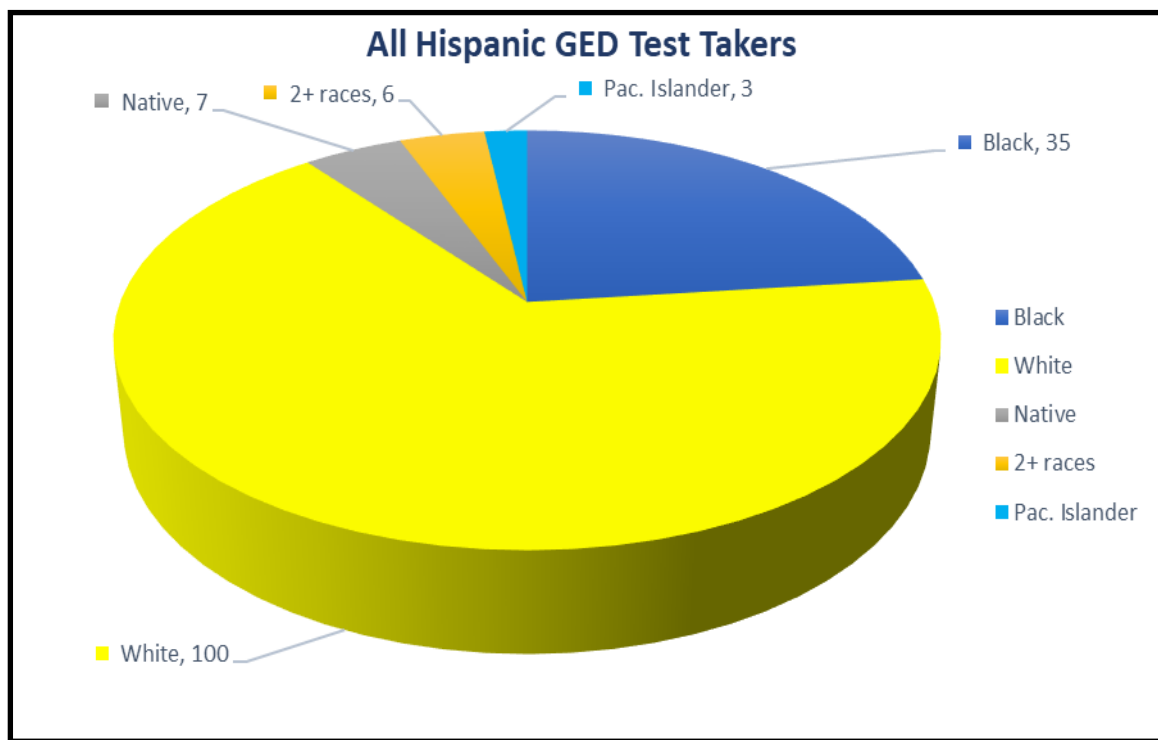
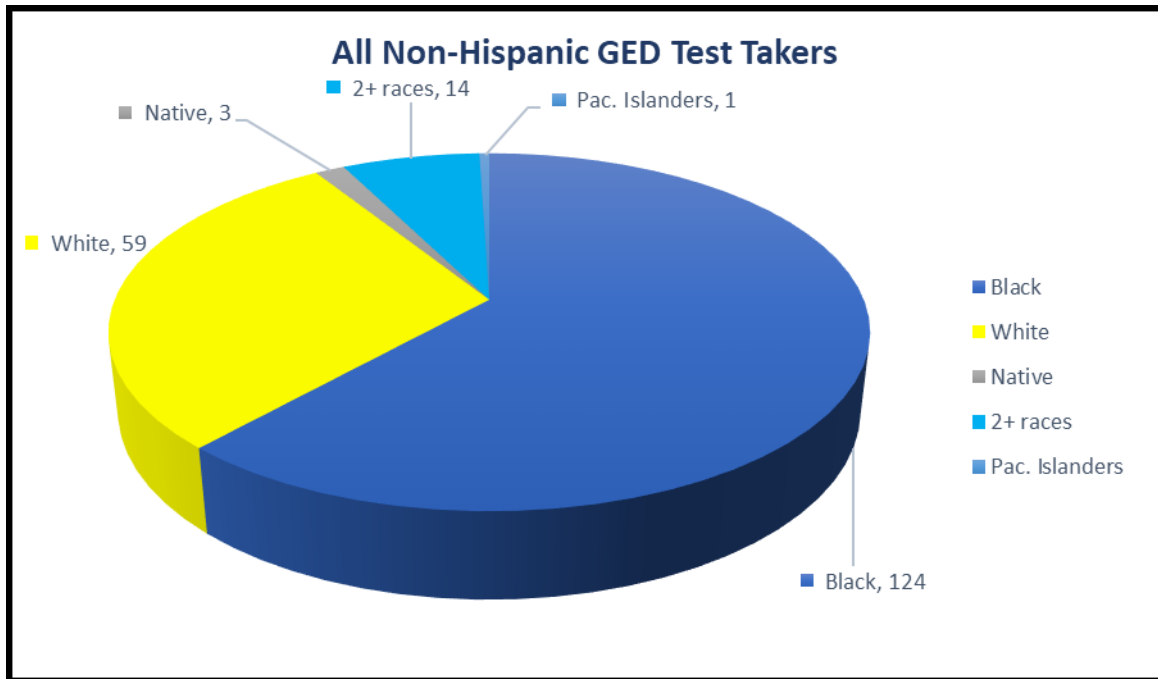


\*Zero Hispanic State High School Graduates in the 2024-2025 school year

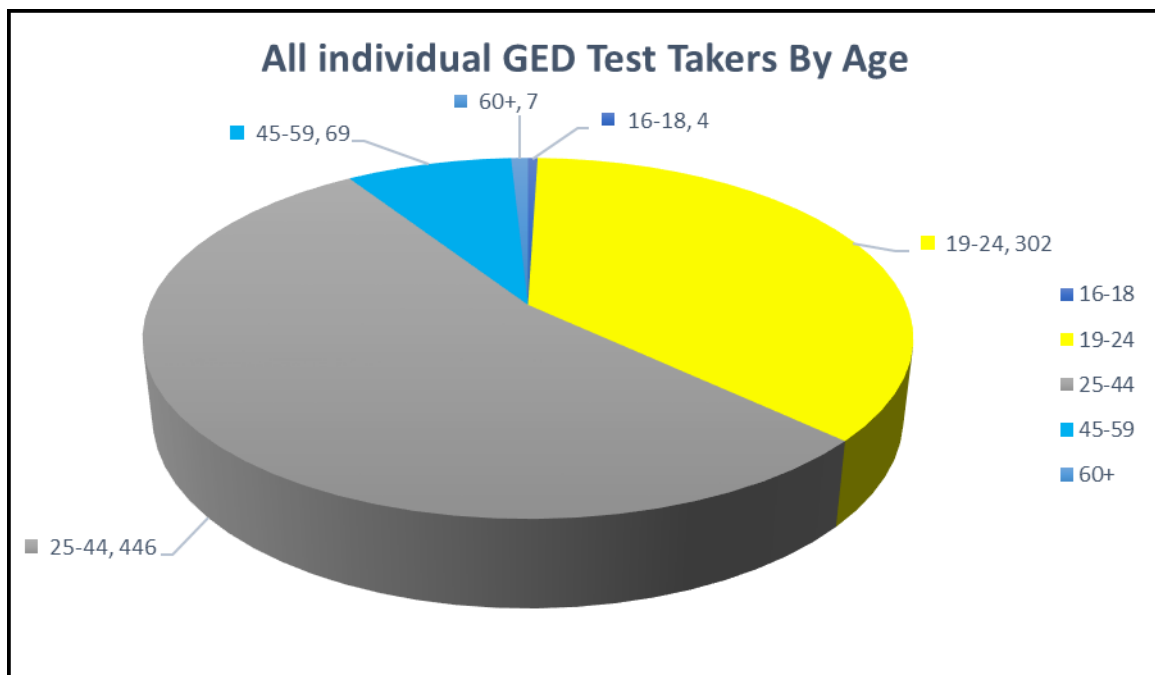
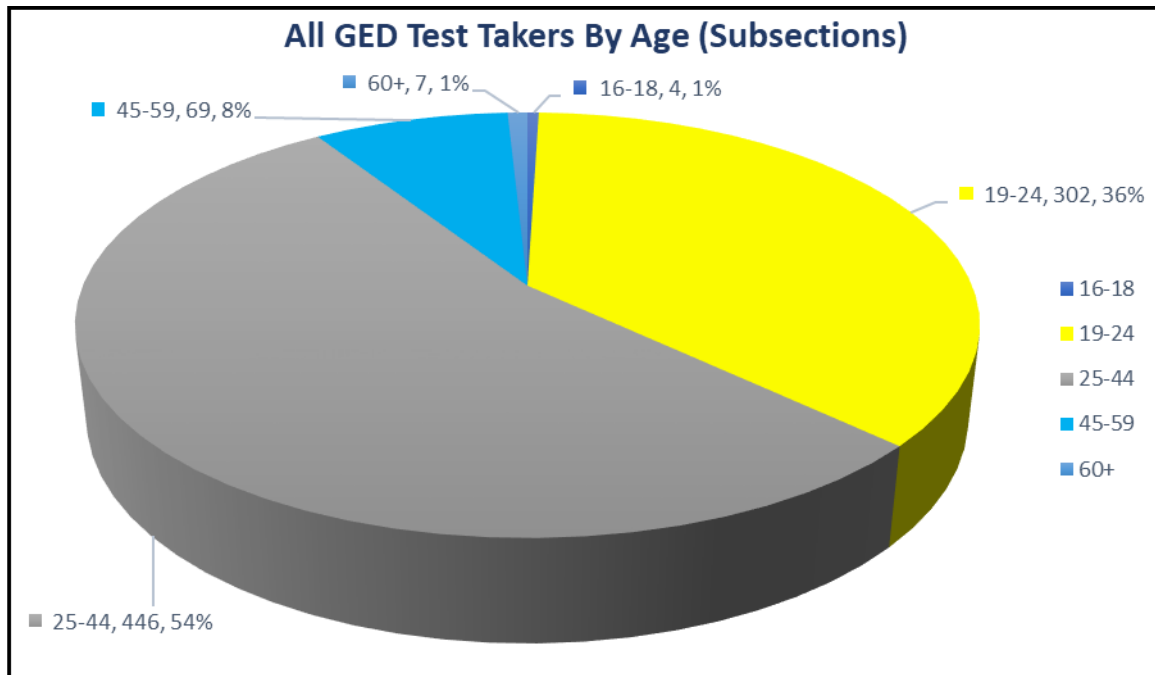
## GED (General Education Development) Exam Data



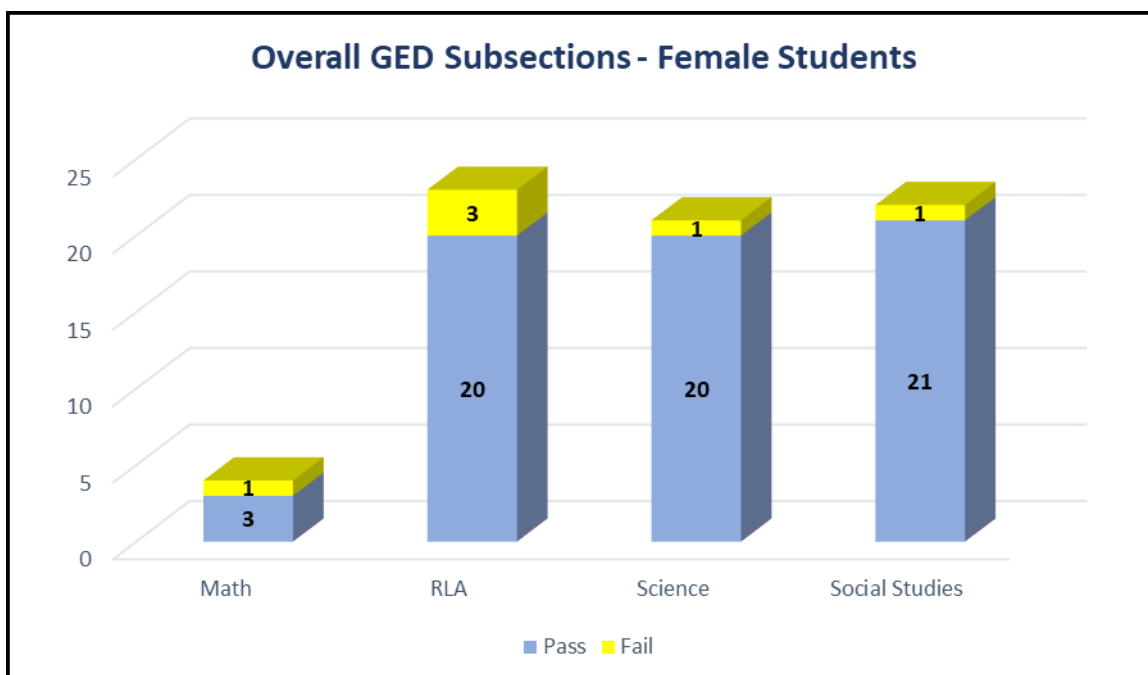
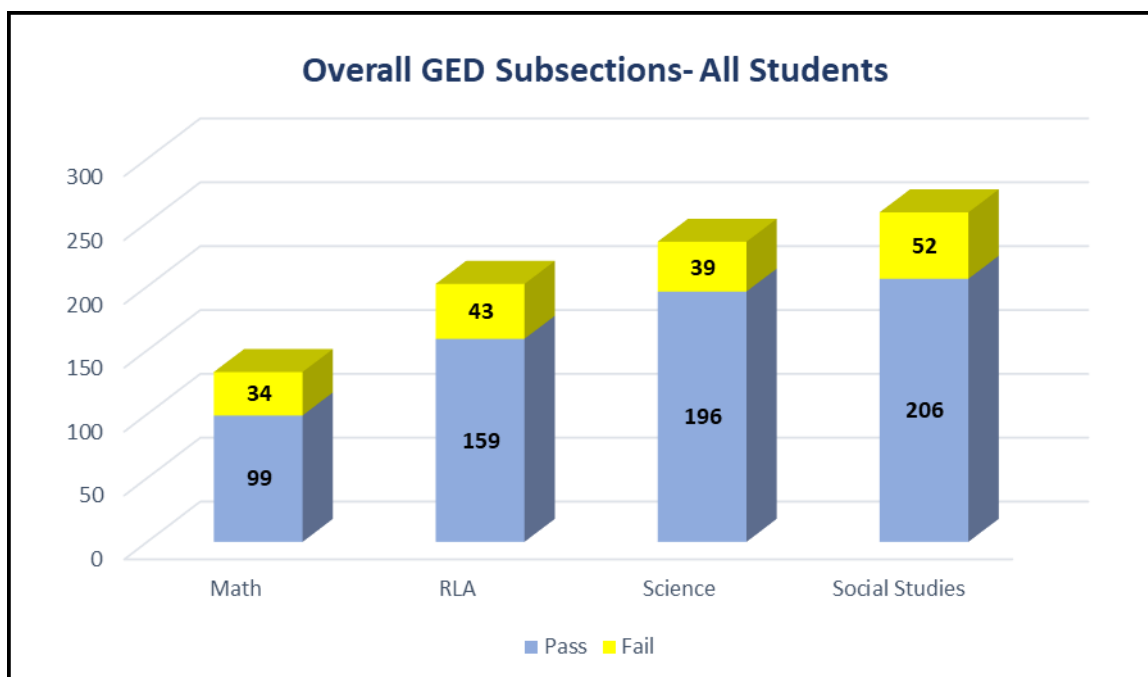
## GED (General Education Development) Exam Data



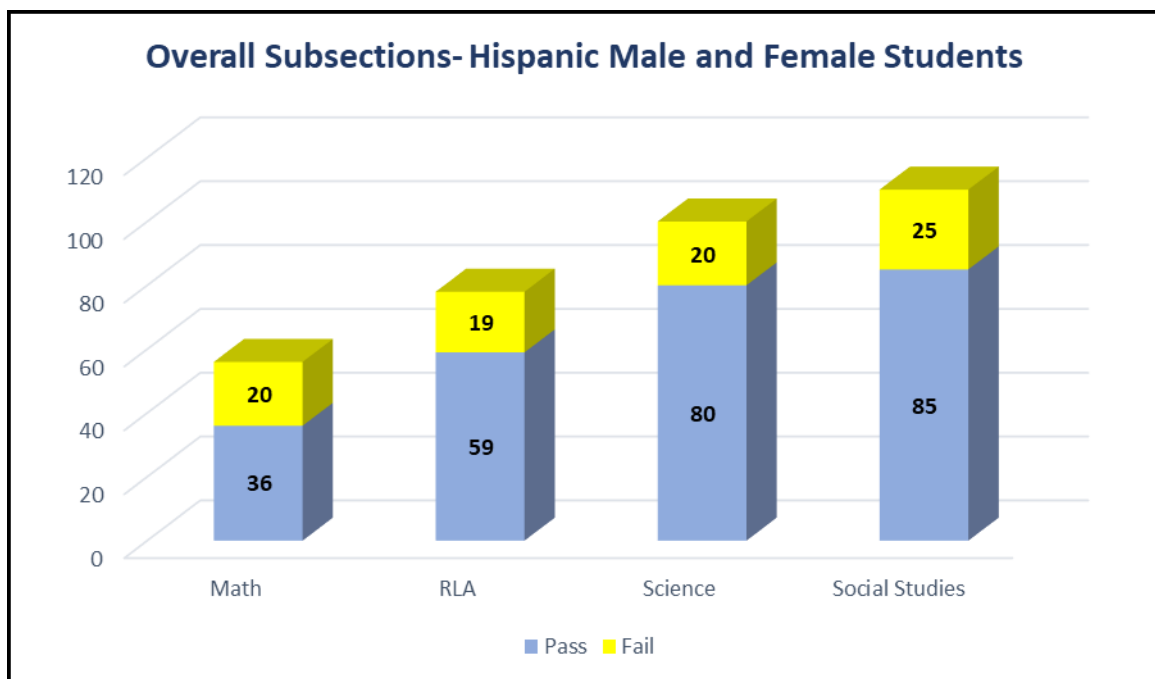
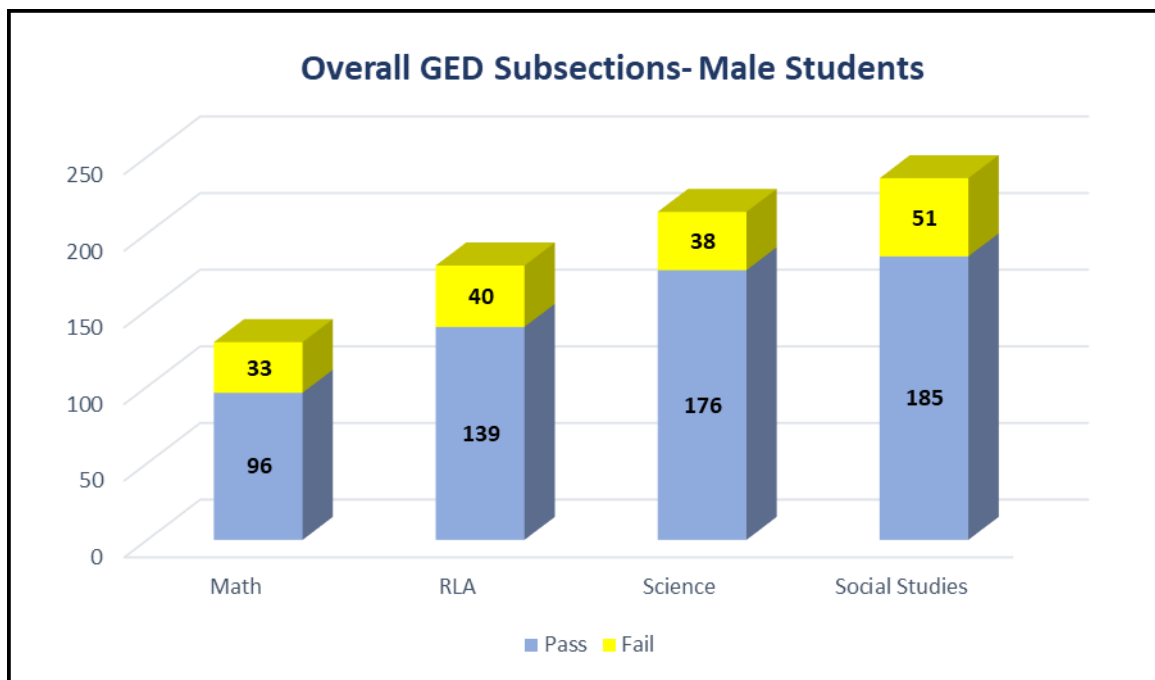
## GED (General Education Development) Exam Data



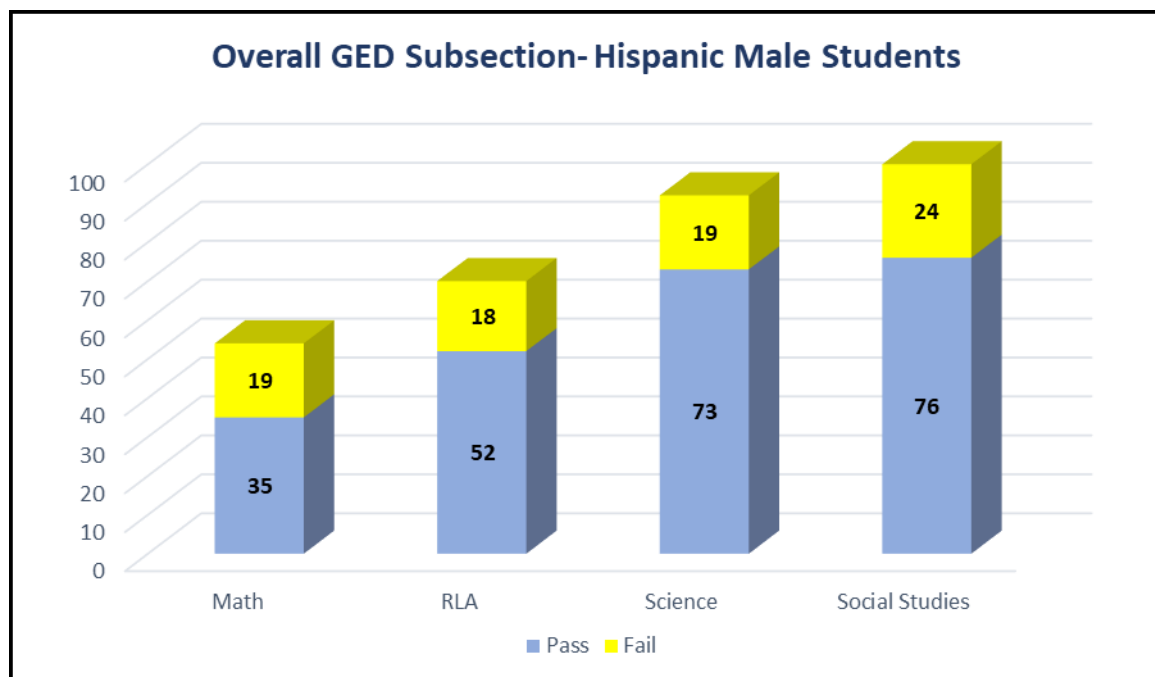
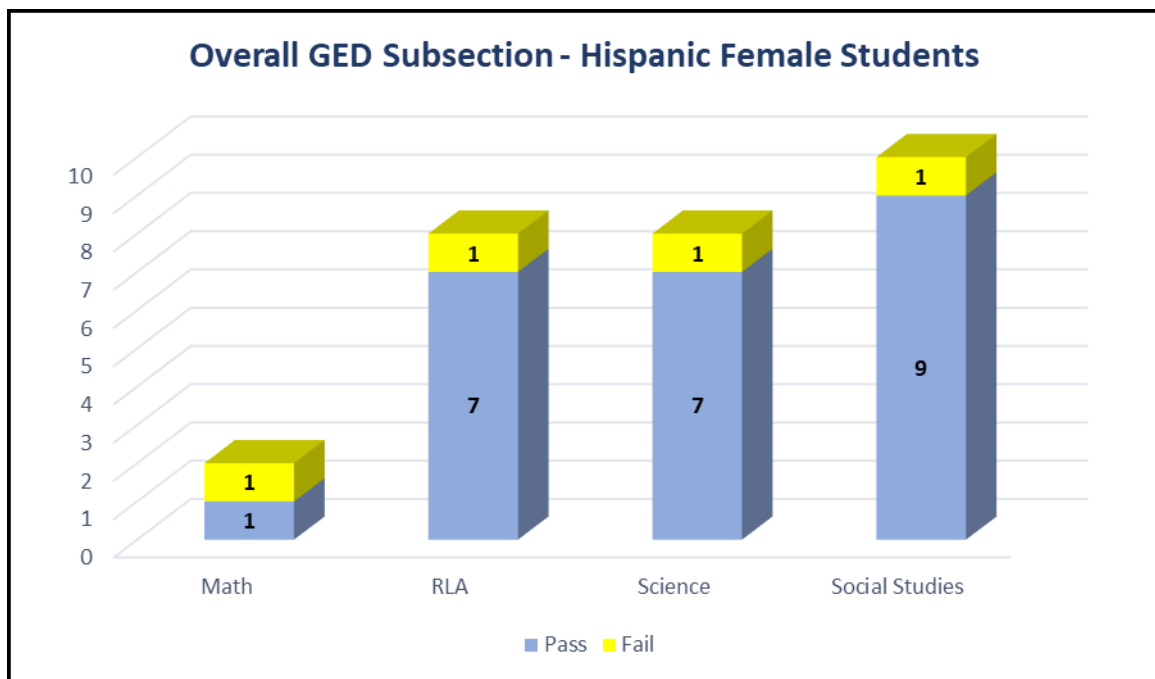
## GED (General Education Development) Exam Data



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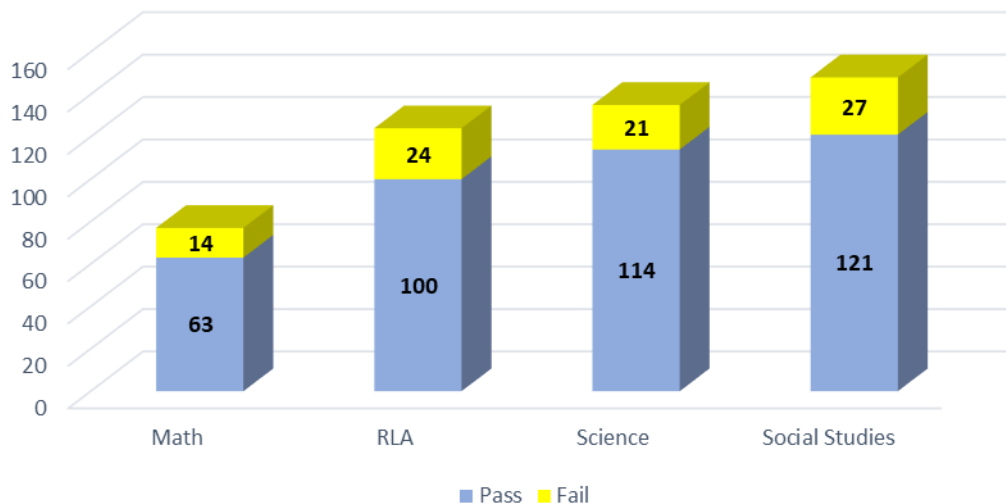


## GED (General Education Development) Exam Data

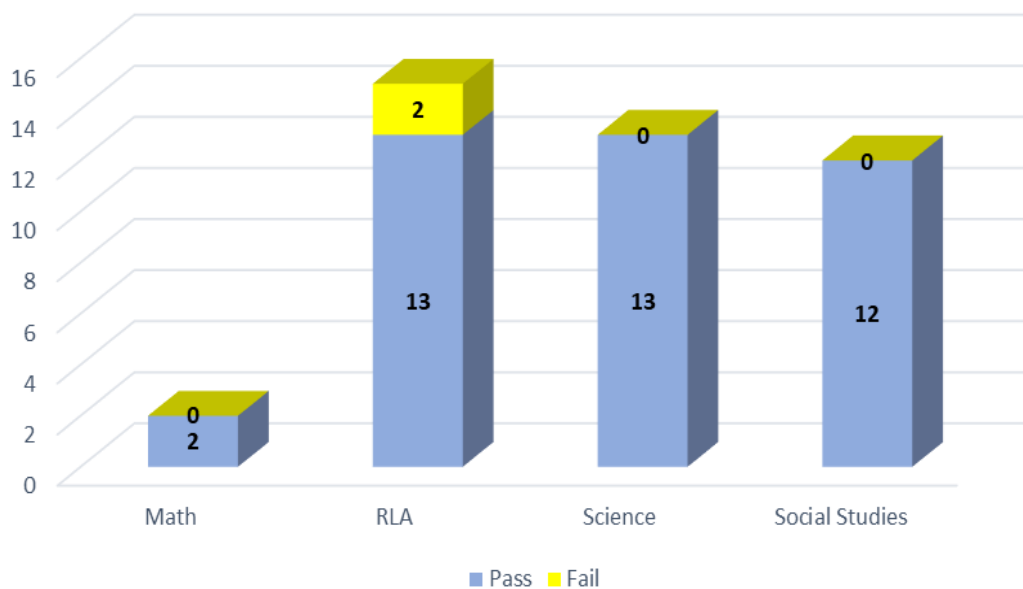


# GED (General Education Development) Exam Data

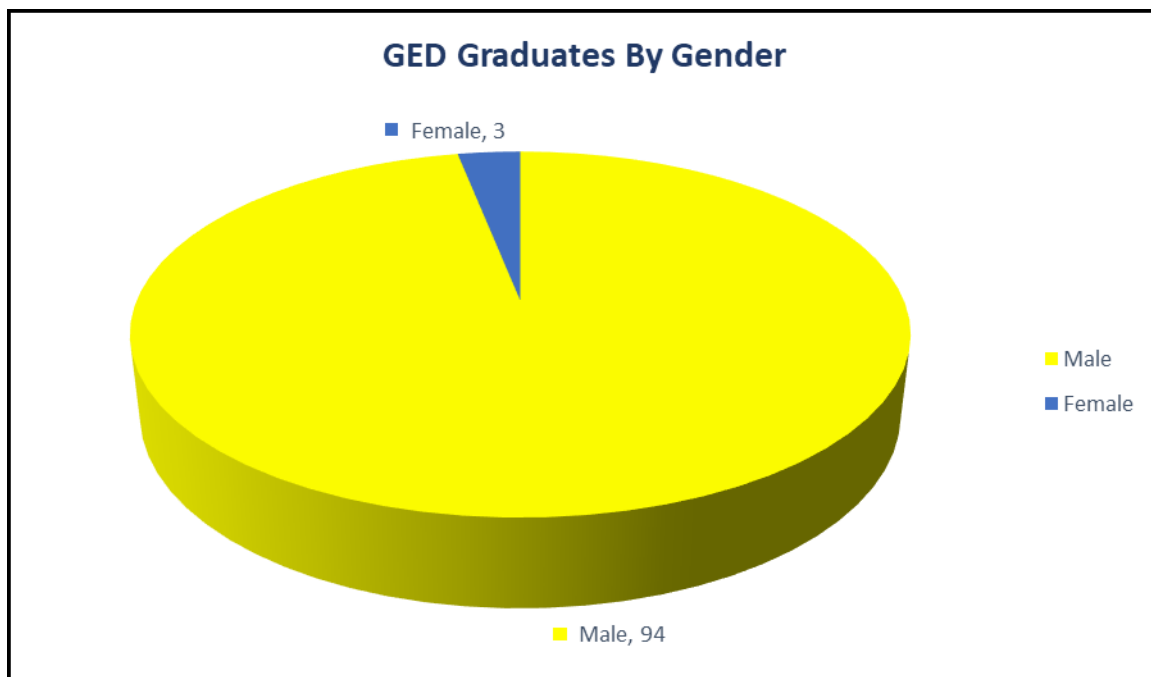
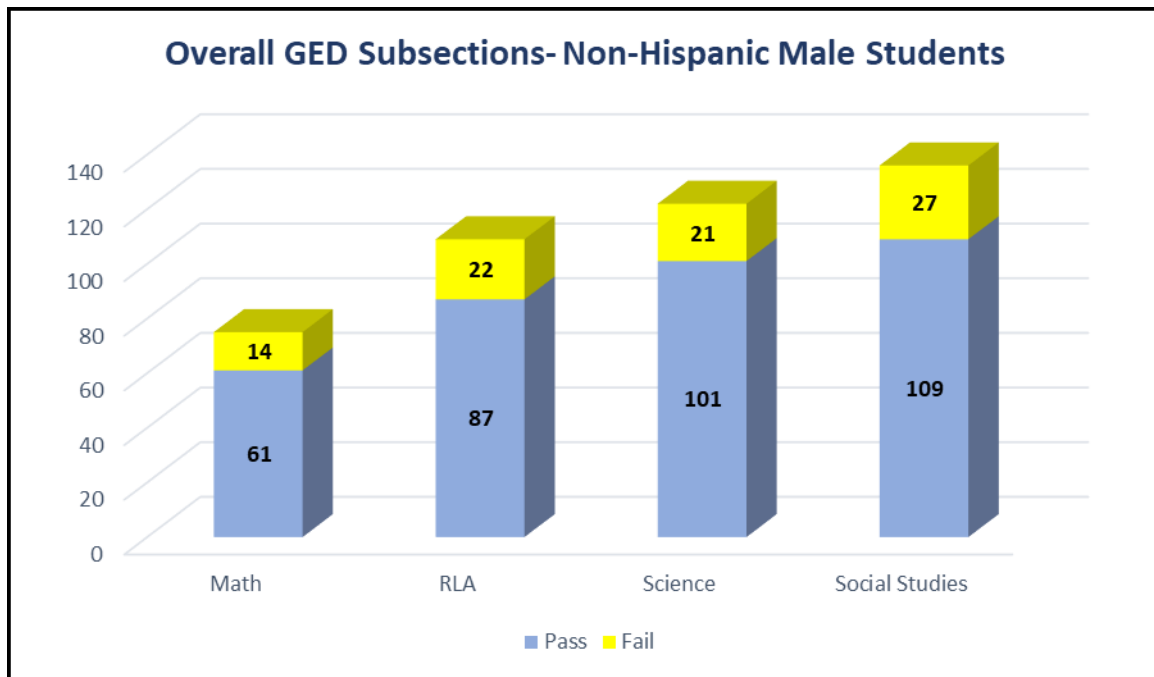
**Overall GED Subsection -Non-Hispanic  
Female & Male Students**



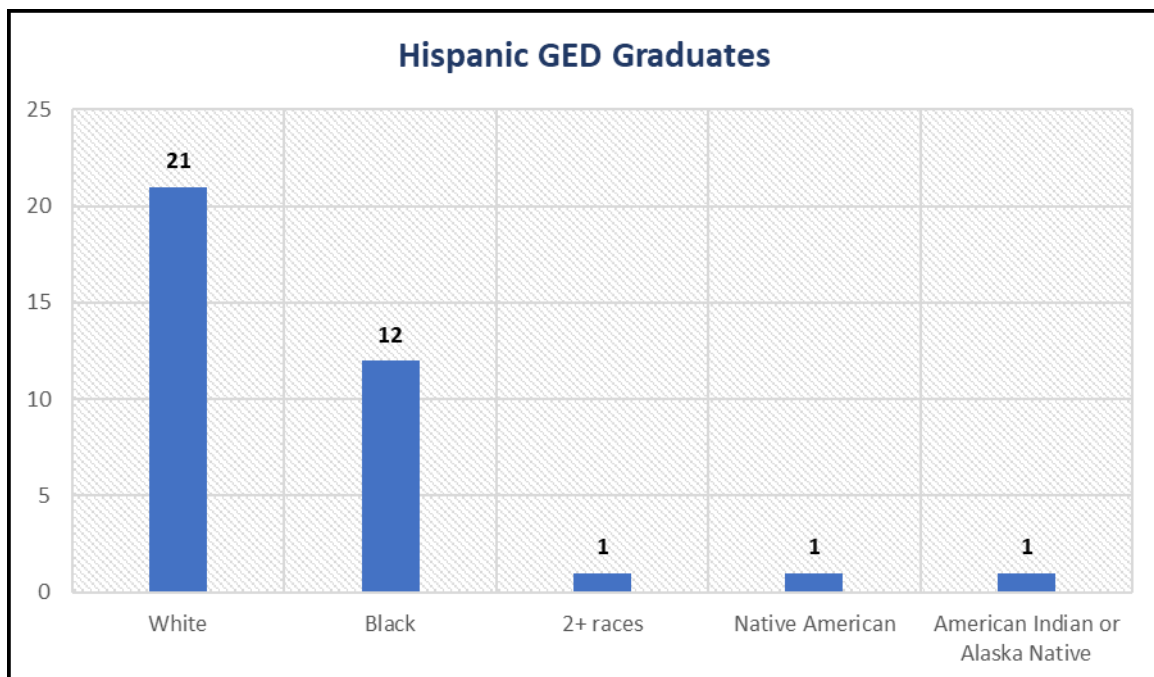
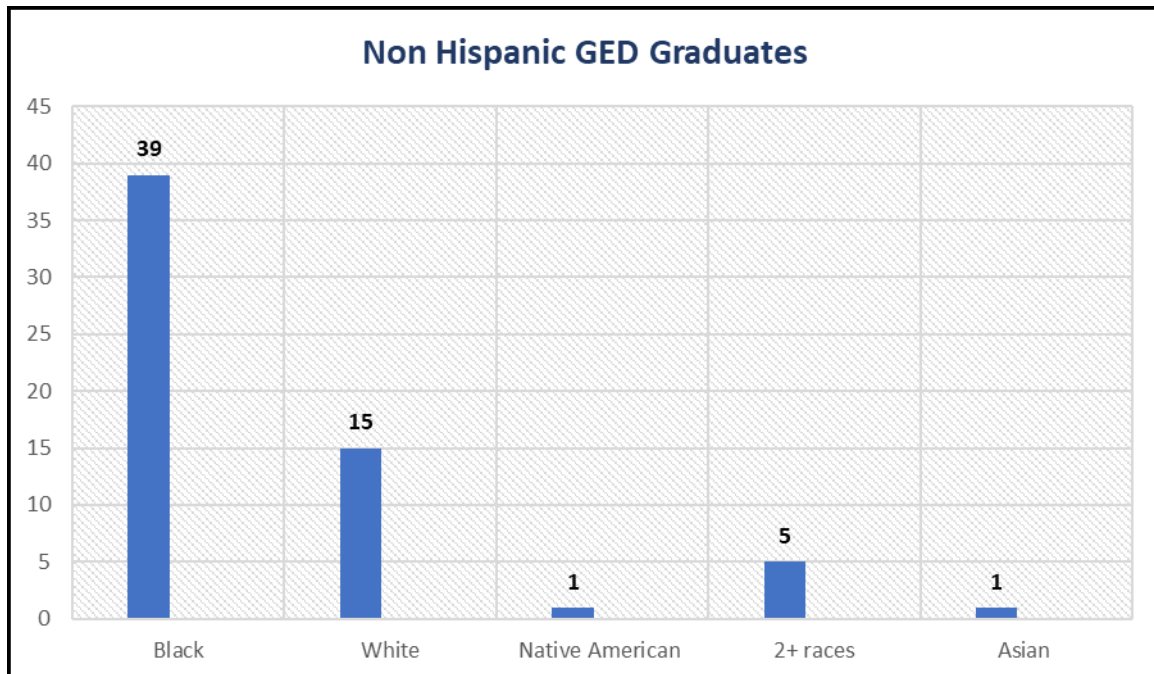
**Overall GED Subsections- Non-Hispanic Female Students**



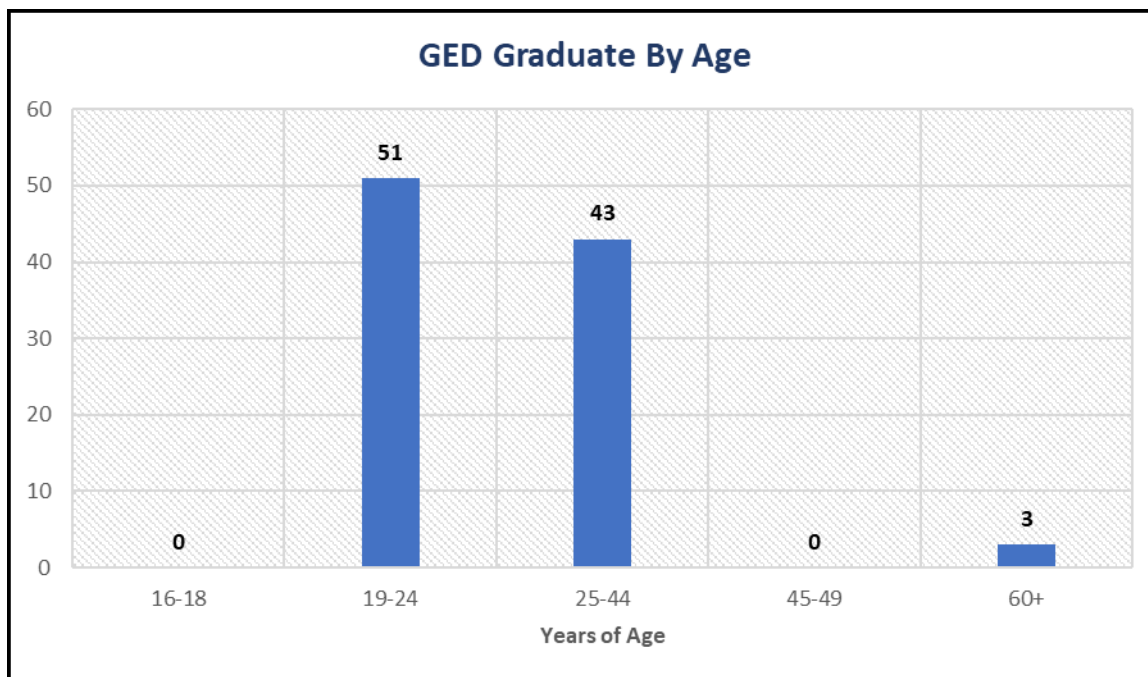
## GED (General Education Development) Exam Data



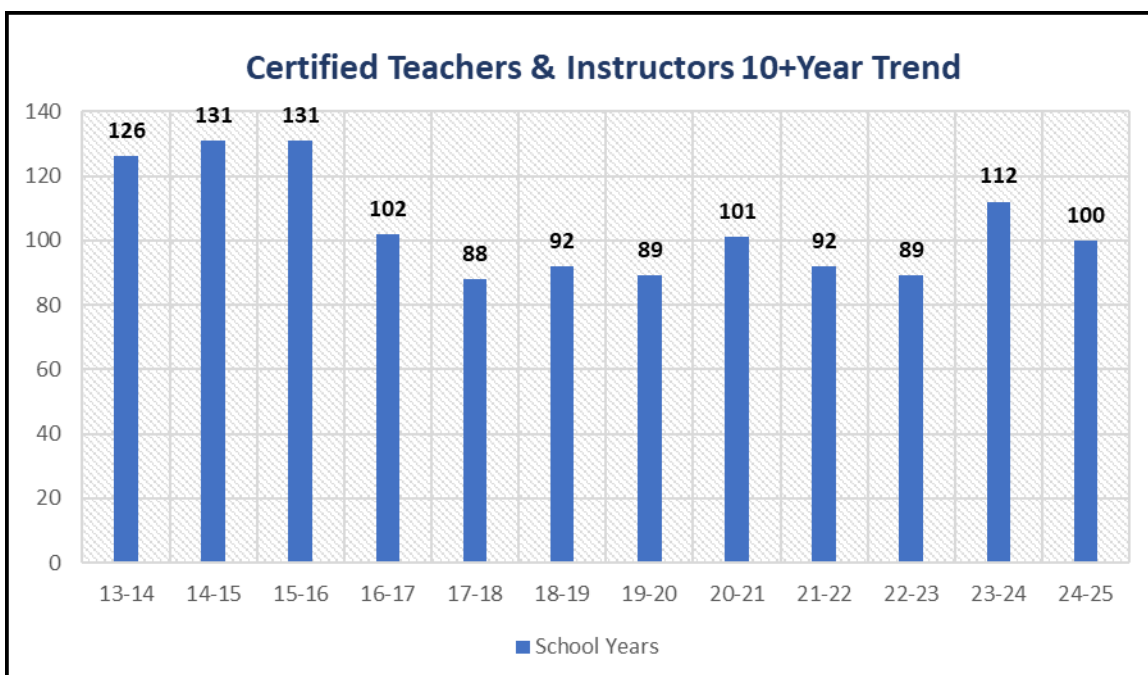
## GED (General Education Development) Exam Data



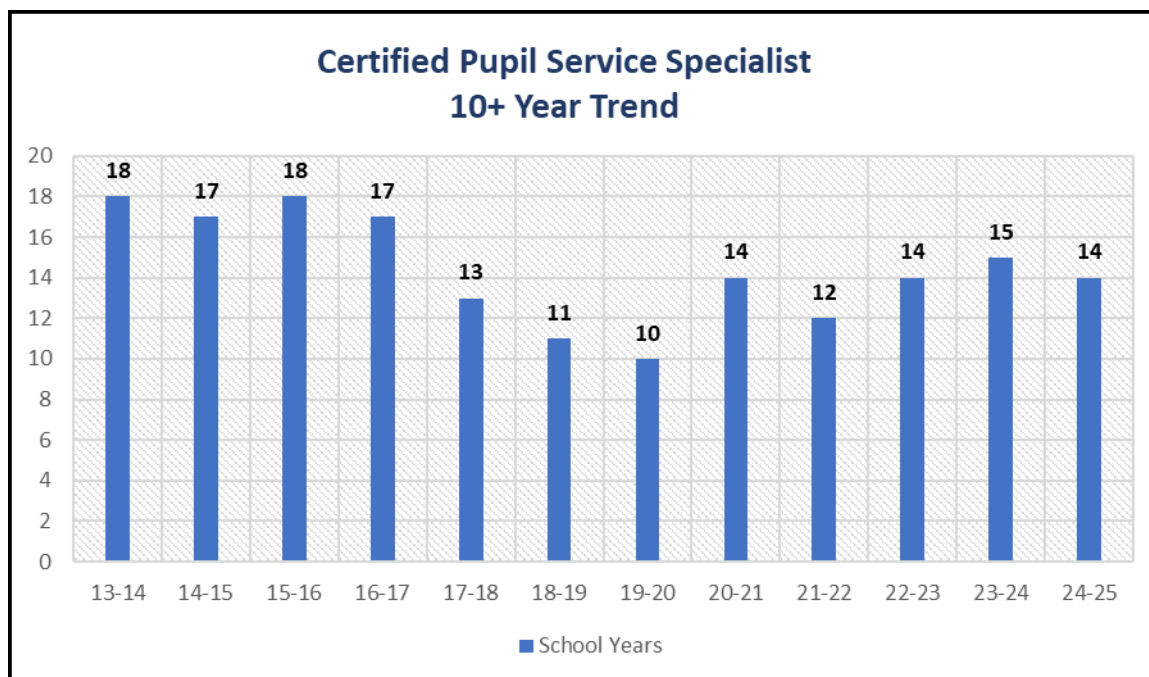
## GED (General Education Development) Exam Data



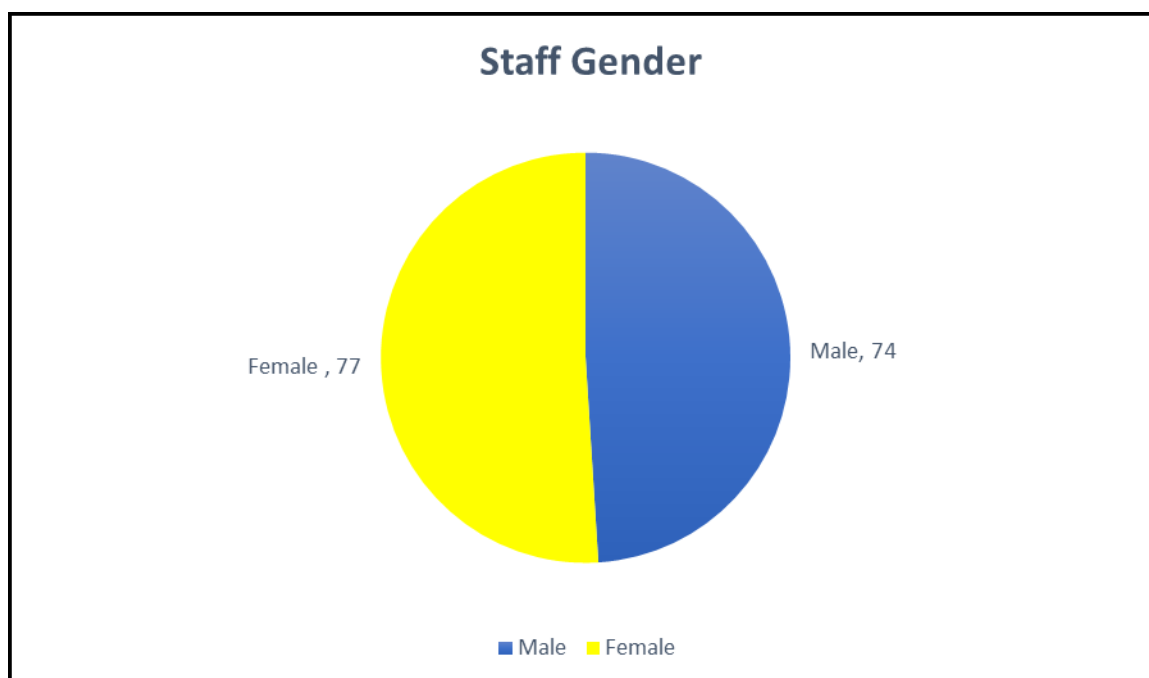
## Staff Data Trend



## Staff Data Trend

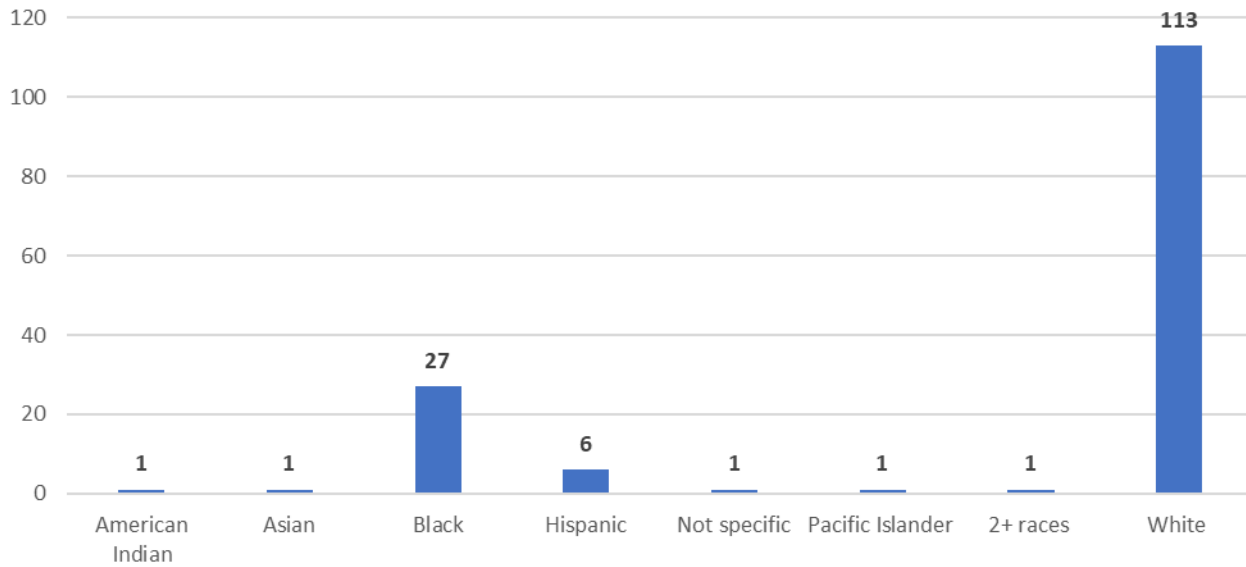


## Staff Demographic Data

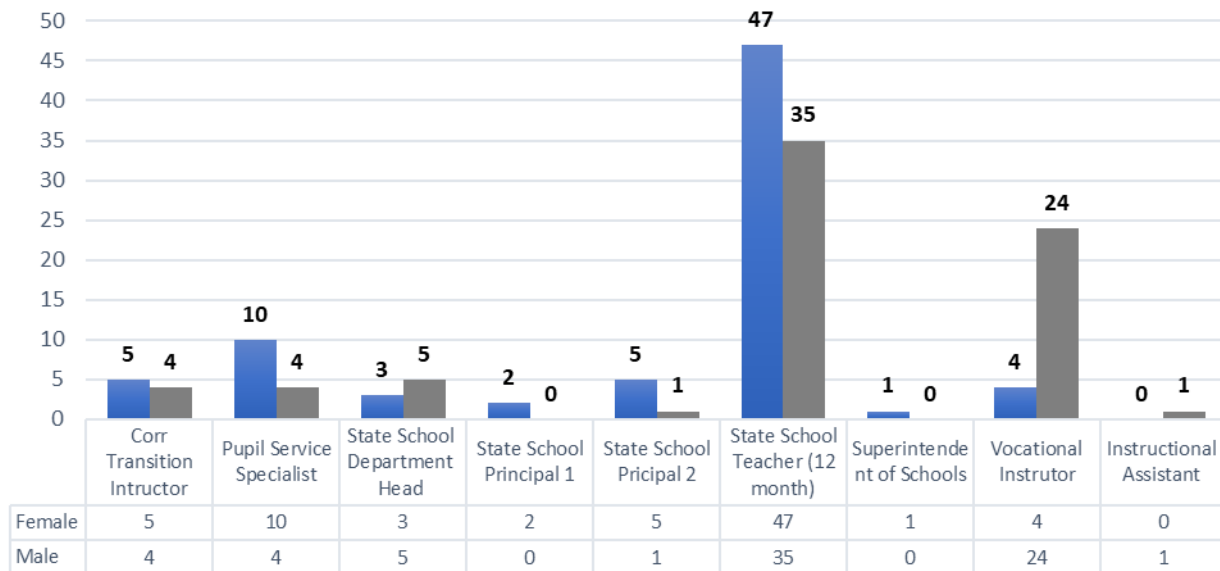


## Staff Demographic Data

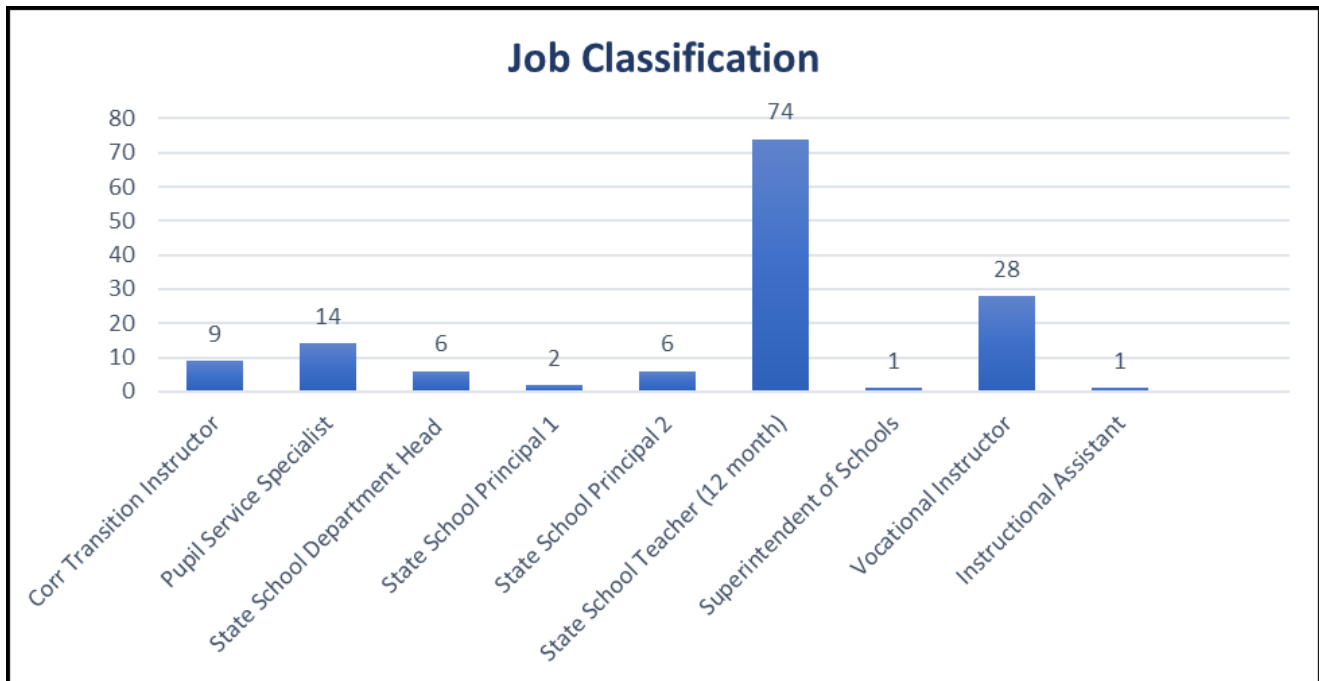
**Staff Race**



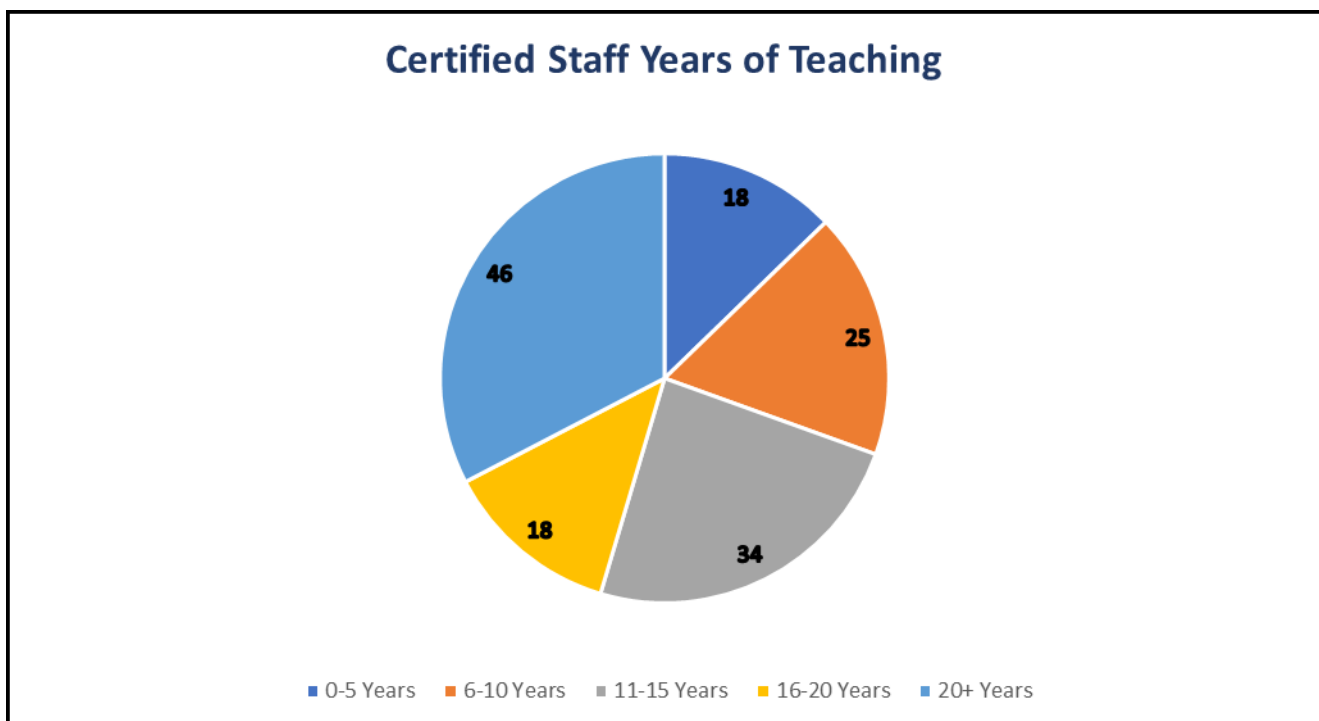
**Job Classification by Gender**



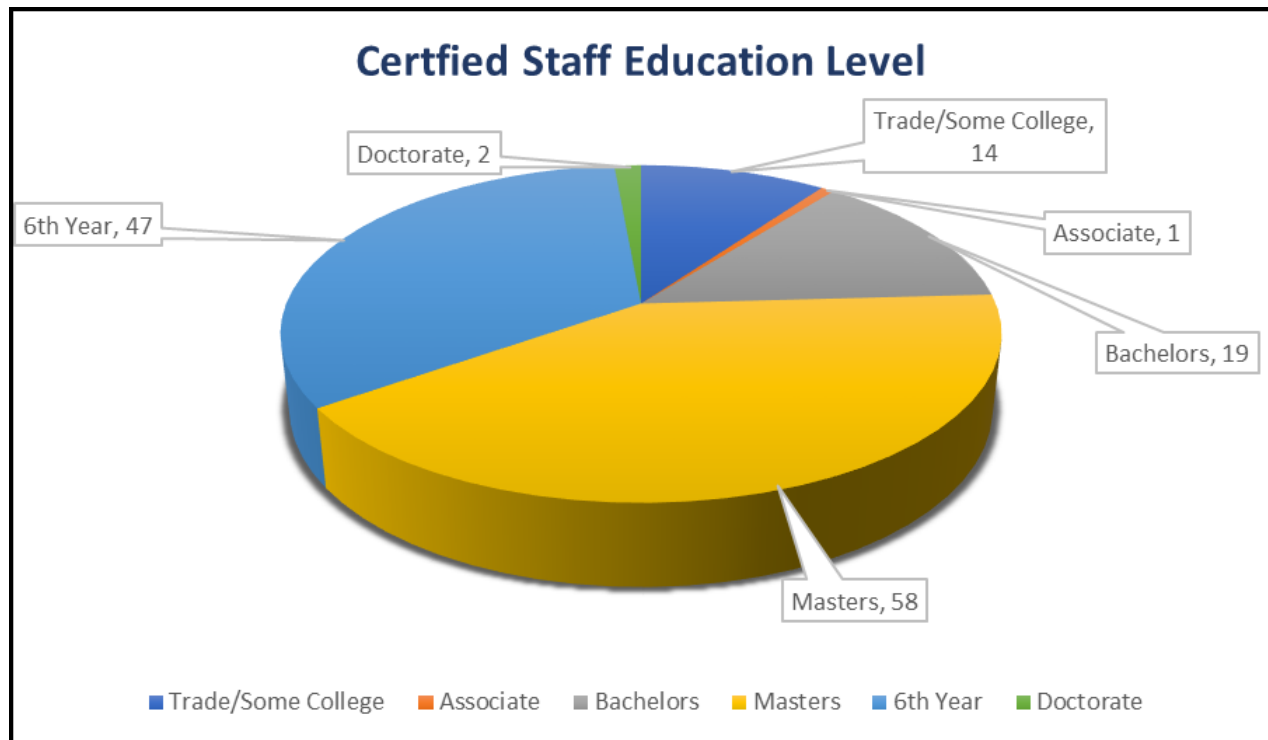
## Staff Demographic Data



## Years of Teaching Experience



## Certified Staff Education Level

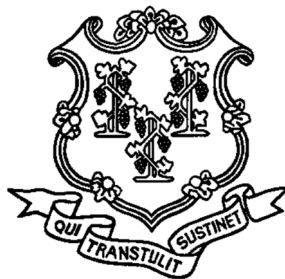


**Angel Quiros**  
Commissioner  
Connecticut Department of Correction

**William Mulligan**  
Deputy Commissioner of Operations & Rehabilitative Services  
Connecticut Department of Correction

**Eulalia Garcia**  
Director of Programs and Treatment  
Connecticut Department of Correction

**Veron Walters- Beaulieu**  
Superintendent of Schools  
Unified School District #1



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