



Connecticut Department of Correction

Annual Report

2022-2023

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: 860-692-7537

Section 504/ADA District Coordinator: 860-692-7537

State of Connecticut Department of Correction

Unified School District #1

24 Wolcott Hill Road

Wethersfield, CT 06109



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.

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 recognized for its forward thinking, its connections to the community and for the success of its students.

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.

Unified School District #1 Quick Stats 2022-2023

- Duplicated enrollment: 4,171 students
- Unduplicated enrollment: 3,163 students
- Average daily enrollment: 668 students
- Diplomas Awarded:
 - GED - 39 students
 - SDE High School Diploma - 2 students
 - USD #1 Adult Education Diploma – 46 students
- 210 students were promoted to higher class levels.

- During the 2022-2023 school year, we remained steady with our testing and scores. In language, the average student score increased 2 points and in Math, scores increased by 10 points.
- 1,126 Career-Technical Education module achievements were awarded.
- 87 students were awarded Career-Technical Education Certificates of Completion.
- 47 students completed the ServSafe Certification.

School Administrators
2022-2023

District Administrators:

Veron Walters-Beaulieu	Superintendent of Schools
Lenore C. Gagain	Director of Curriculum & School Improvement
Rigopoula Halkias	Director of Special Education

School Administrators:

Richard Andersen	State School Department Head
Daniel Cambra	State School Department Head
Nickko Checovetes	State School Department Head
Petrina Evans	State School Department Head
Tameka Grant-Mack	State School Department Head
David Chris Hempel	State School Department Head
Latesha Jones	State School Principal 2
Heather Mroz	State School Principal 2
Matthew Reinke	State School Principal 1
Roseann Sessa	State School Principal 1
Heather Verdi	State School Principal 2

Meet the Unified School District #1 Leadership Team 2022-2023



Back row left to right: Heather Verdi, Matthew Reinke, Daniel Cambra, David Chris Hempel, Petrina Evans. Second Row left to right: Lenore C. Gagain, Rigopoula Rita Halkias, Heather Mroz, Nickko Checovetes, Roseann Sessa, Latesha Jones. Front row, seated: Veron Walters- Beaulieu
*not pictured Richard Andersen and Tameka Grant- Mack

USD#1 Staffing
2022-2023

School Sites
13

State School Teachers
66

Career & Technical Education Instructors
23

Library Media Specialists
0

Pupil Service Specialists
14

Support Staff
10 (Full time)
6 (Part Time)

School Administrators
13

Central Office Administrators
1

Facility Schools

Bridgeport CC

Brooklyn CI

Cheshire CI

Corrigan CC

Garner CI

Hartford CC

MacDougall Walker CI

Manson Youth Institution

New Haven CC

Osborn CI

Robinson CI

Willard-Cybulski CI

(Willard building closed 4/1/23)

York CI

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 133 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. There are approximately 58% of offenders within the Department of Correction who do not hold a High School Diploma or GED. This percentage has increased from 54% two years ago. The average skill level of students upon entry into a school program is between the 4th and 5th grade.

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)/ Teaching English to Speakers of Other Languages (TESOL), 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. 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 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. All professional educators are appropriately state certified under an Initial, Provisional or Professional certificate issued 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. The demands placed on new teachers can lead to professional exhaustion and disillusionment 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 district based program 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, instruction, assessment and professional responsibility. Mentors and beginning teachers focus on classroom practice – within the context of the teacher’s own students, subject, grade level, 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. At the culmination of each module, a written reflection paper is submitted by the beginning teacher to a district or regional review committee 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. <http://www.ctteam.org/>

Technology Access

USD#1 has outfitted all classrooms with updated Smartboards and desktop PCs to assist in lesson delivery throughout the district. All schools utilize a stand alone Student Data Management System (SDMS) along with PowerSchool to manage student information. Our Central Office Education Unit has been updated with WIFI; York Correctional (YCI) and Manson Youth Institutions (MYI) have been equipped with school-based WIFI accessibility. Every YCI school staff member received WIFI accessible laptops and the student laptops are being configured for the next school year. The school at YCI will join MYI in utilizing the Schoology platform. The schools at Bridgeport and New Haven Correctional Centers, along with Cybulski Correctional Institution received student laptops and charging stations for storage and easy access.

Early College Experience- UCONN partnership

Manson Youth Institution partners with UCONN to certify our Science teachers to offer ECE courses for college credit while working towards their high school diploma.

Professional Development

As required by law, USD#1 provides at least 18 hours of planned professional development for its certified staff annually. In collaboration with the Superintendent of Schools, topics are identified by a professional development committee 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.

District Improvement Goals

District Improvement Goal 1: Student Achievement and Instructional Improvement

Students of USD #1 will demonstrate competency in literacy, numeracy, and college and career readiness skills through implementation of evidence-based instructional practices.

District Improvement Goal 2: Data Informed Decision-Making

USD#1 will create a culture of data-informed decision-making practices to drive the district's purpose.

District Improvement Goal 3: Talent Development

USD #1 will provide high-quality, differentiated professional development opportunities for staff, to better meet the needs of the student population and the district.

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.

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. In order to be considered for this rigorous path to high school diploma, the student must be performing on a minimum academic level set 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 and 21st century pedagogy across a wide array of trades and vocations. Students are taught a variety of marketable skills and have the opportunity to earn micro-credentials 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.

Special Education and Related Services

A comprehensive identification and referral process is used to identify individuals remanded to the Connecticut Department of Correction who are found to be in need of special education services. These services are provided to students who have an Individualized Education Plan (IEP), an Individualized Accommodation Plan (IAP) or are eligible for accommodations under Section 504 of the U.S. Rehabilitation Act.

Certified special education teachers and pupil services specialists provide special education services as deemed appropriate by students' IEPs. Staff collaborate with regular educators to ensure identified special education students are serviced with their non-disabled peers in the least restrictive environment. This collaborative effort provides strategies, modifications and accommodations to ensure that eligible students with disabilities make progress in the general education curriculum. Related services are provided in areas such as individual and group counseling, occupational therapy, physical therapy, and speech and language therapy when indicated by the Planning and Placement Team (PPT). Inter-agency and inter-district collaboration is used to ensure special education students returning to their communities receive the appropriate support and guidance to be successful and positive contributors to society.

Pupil Services

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 transition, student recruitment and placement, high school credit and diploma options, group and individualized services and student evaluation.

Pupil Services staff also create and maintain career information centers and career guidance activities for students. Counselors and psychologists assist students with the exploration and identification of career path plans to enable them to make informed decisions about educational and workplace options. In many cases, pupil services staff coordinate and administer standardized tests, achievement tests, and vocational interest and aptitude tests to support student growth and development. 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)/Teaching English to Speakers of Other Languages (TESOL)

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 provides a continuum of services for students enrolled in Unified School District #1. The emphasis includes improving employment outcomes and vocational development, transition for academic success, and post-secondary and higher education. The program assists students in their reintegration into the community by providing additional group counseling and informational sessions, and by making preliminary contacts to a variety of educational systems and employment sites that would be appropriate for these individuals.

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.

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.

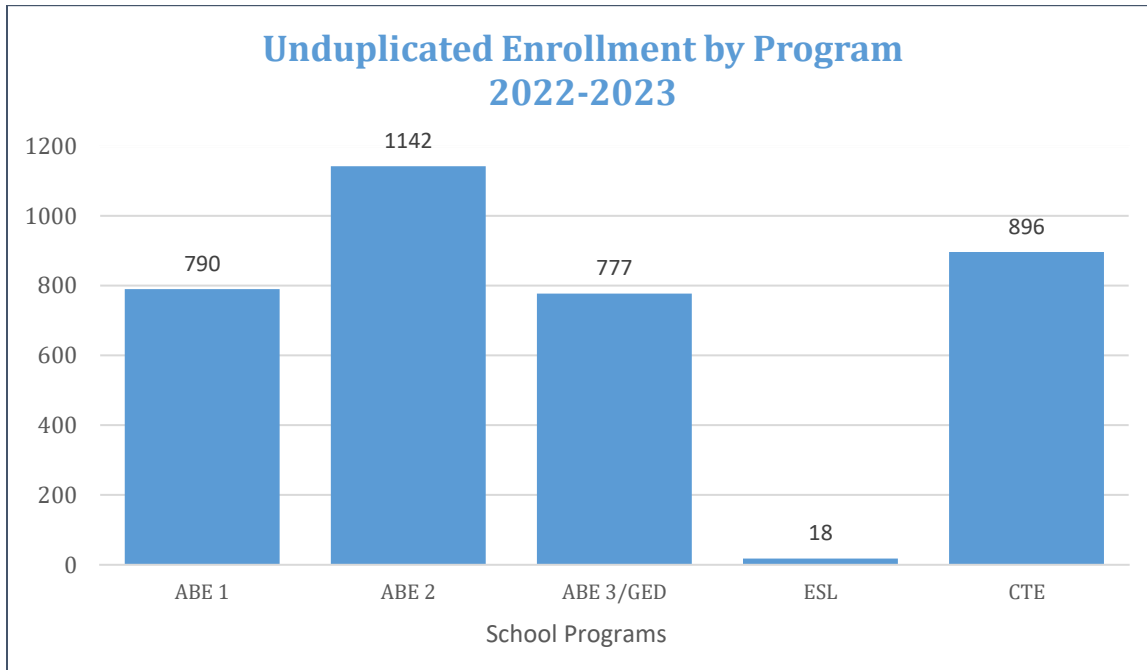
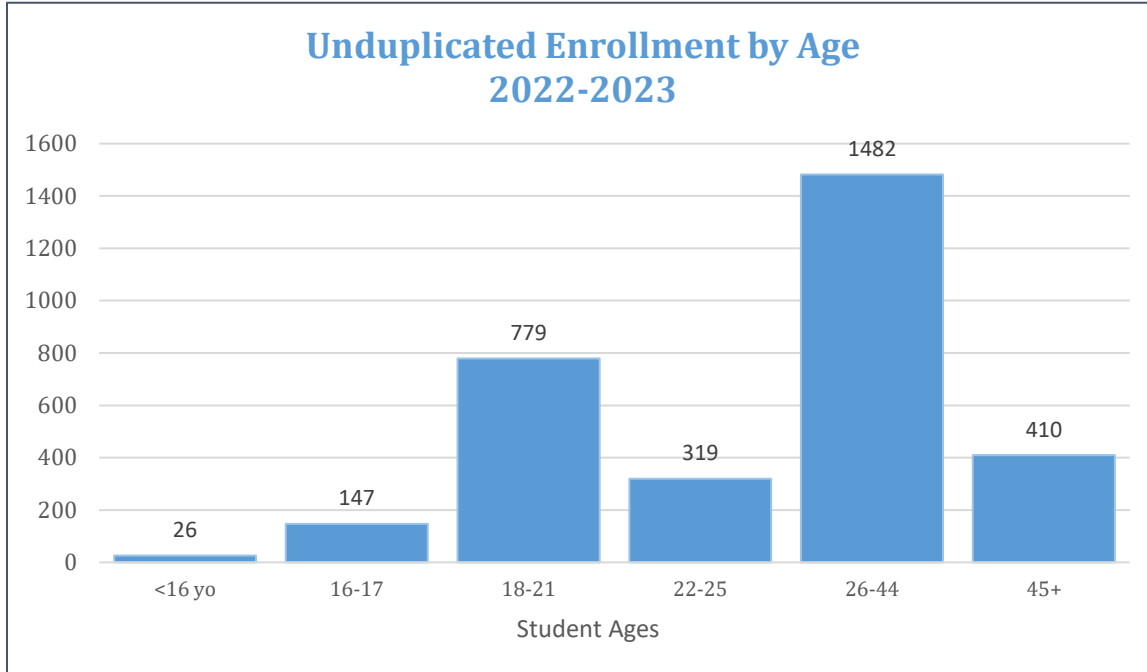
The CASAS Reading GOALS are administered to all students enrolled in Adult Basic Education or the General Education Development Diploma programs. This series is administered at the start of the school year, and students are continuously and individually assessed to determine growth in alignment with 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.

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.

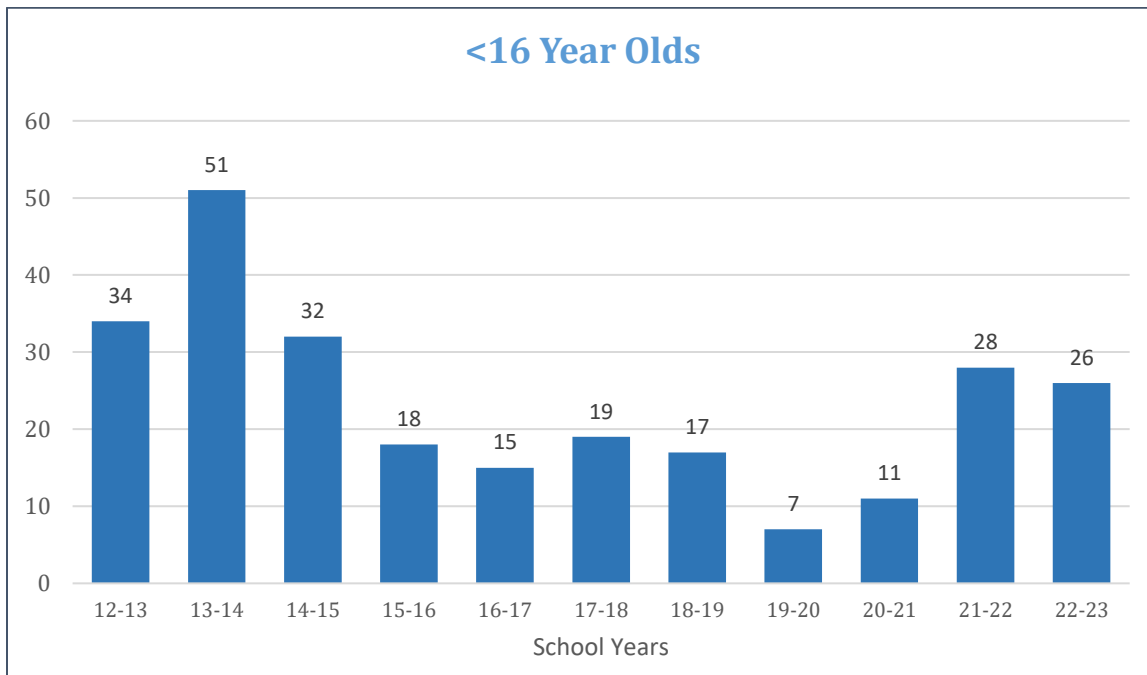
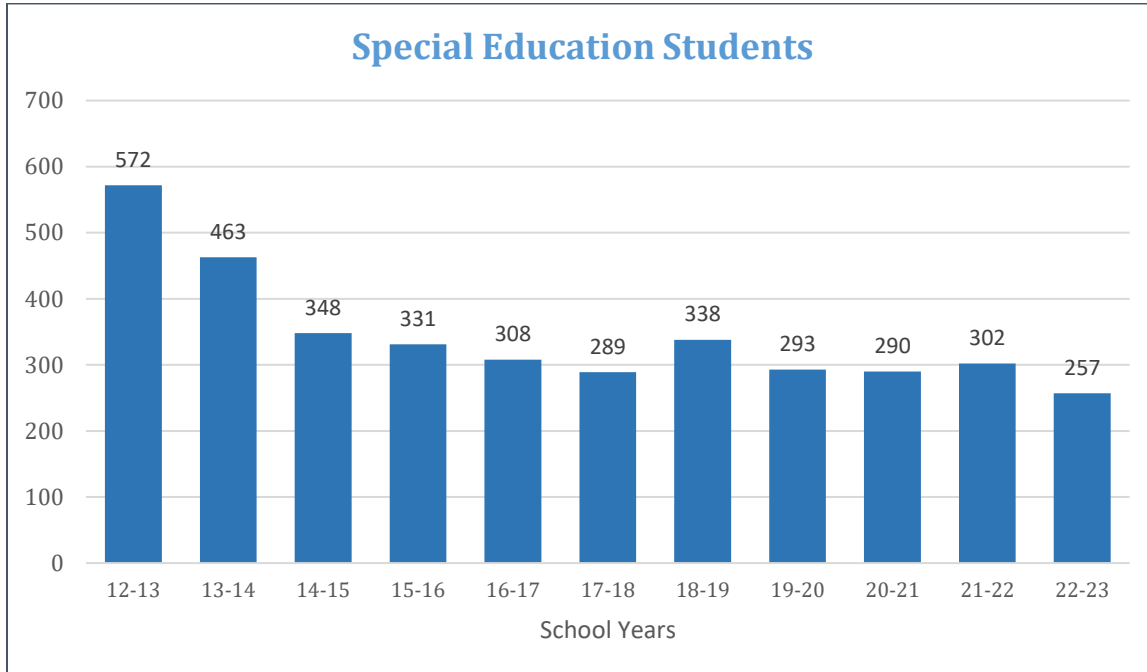
2022-2023 Educational Offerings by Type

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

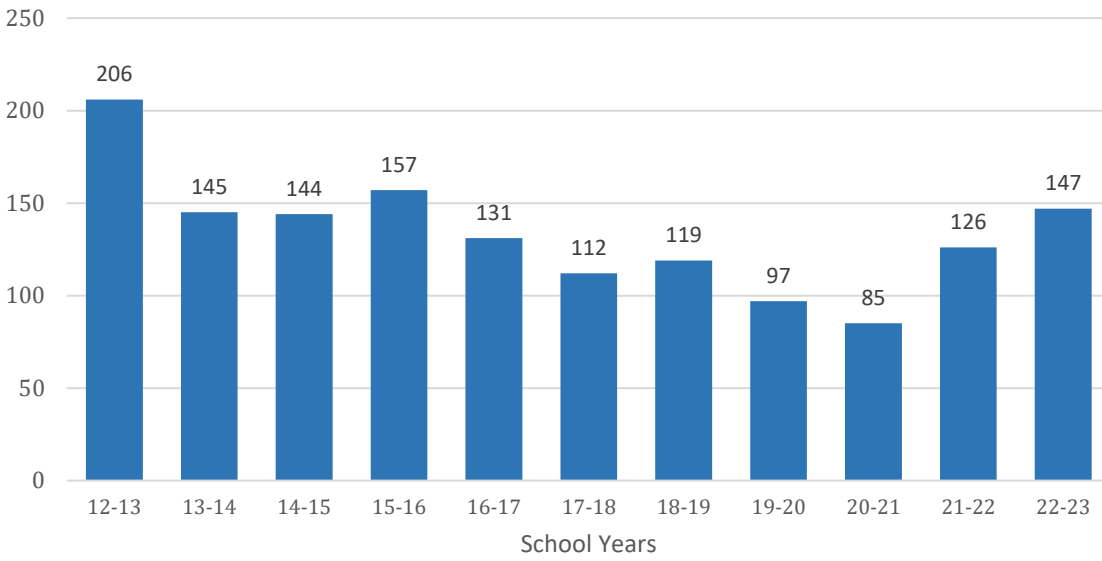
Student Enrollment Data



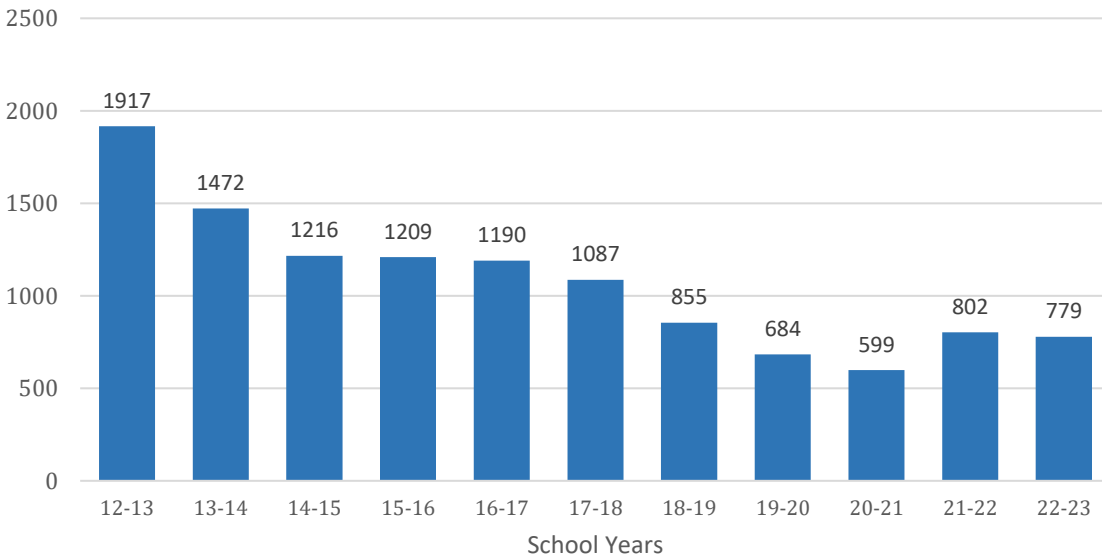
Enrollment Trend Data

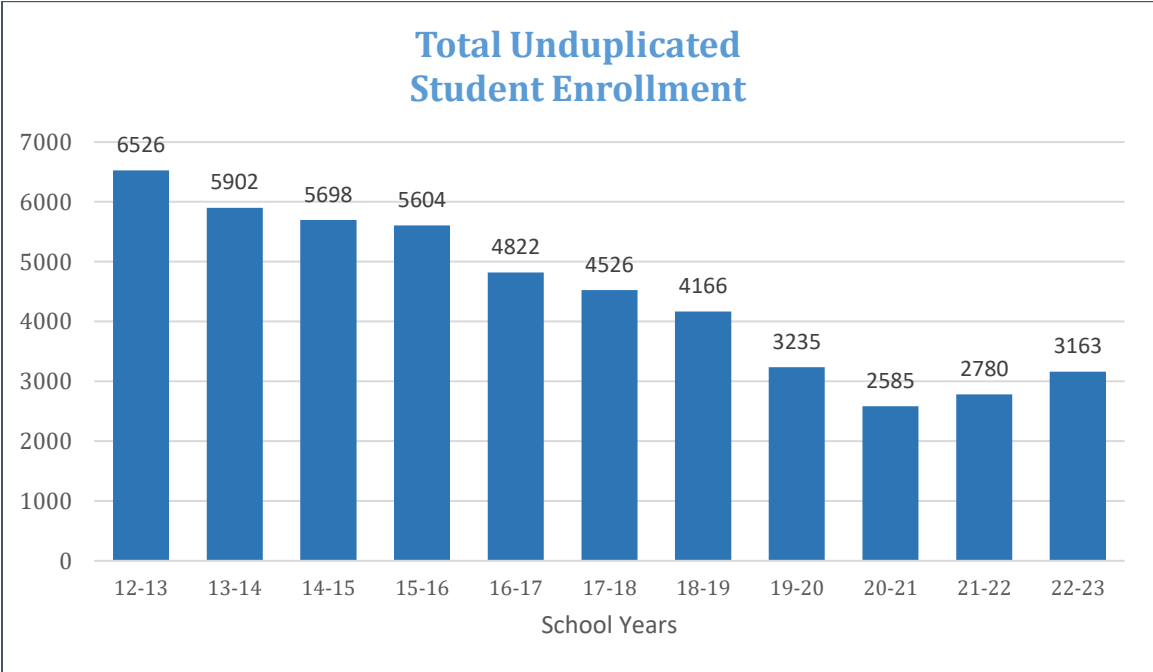
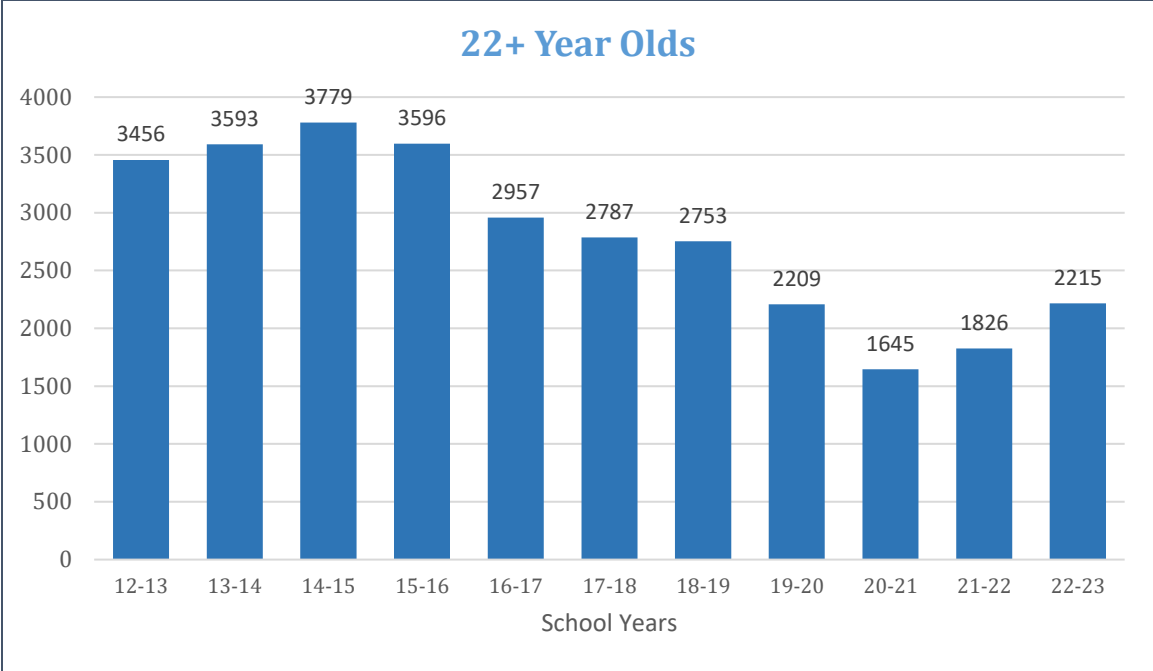


16 & 17 Year Olds

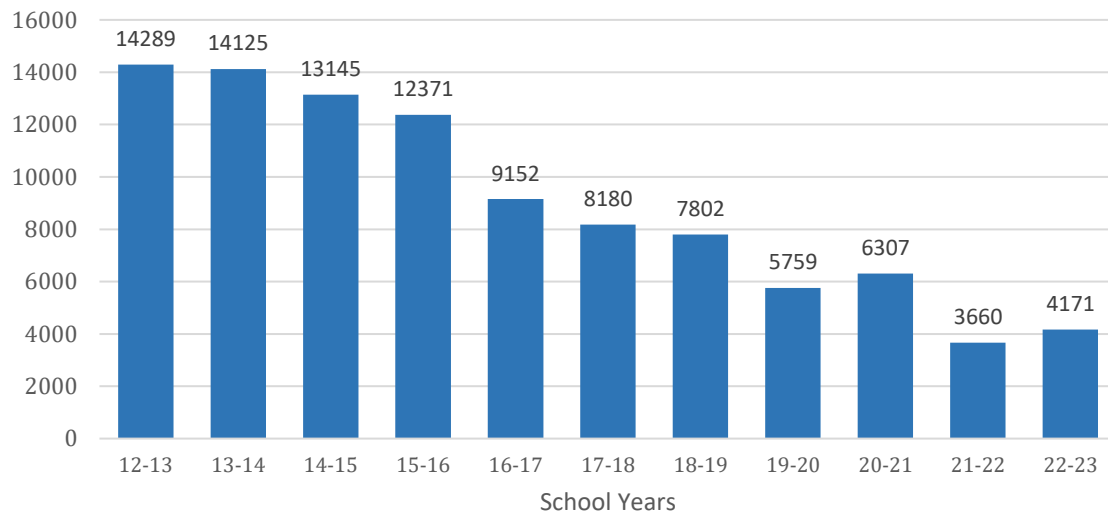


18-21 Year Olds



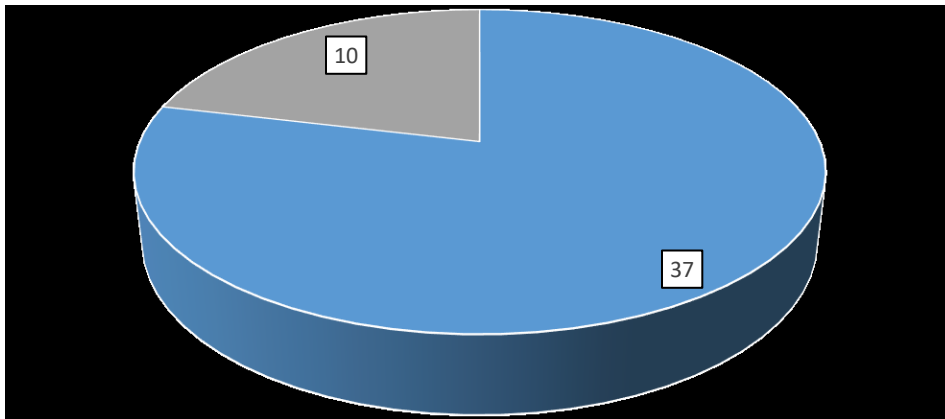


Total Duplicated Student Enrollment



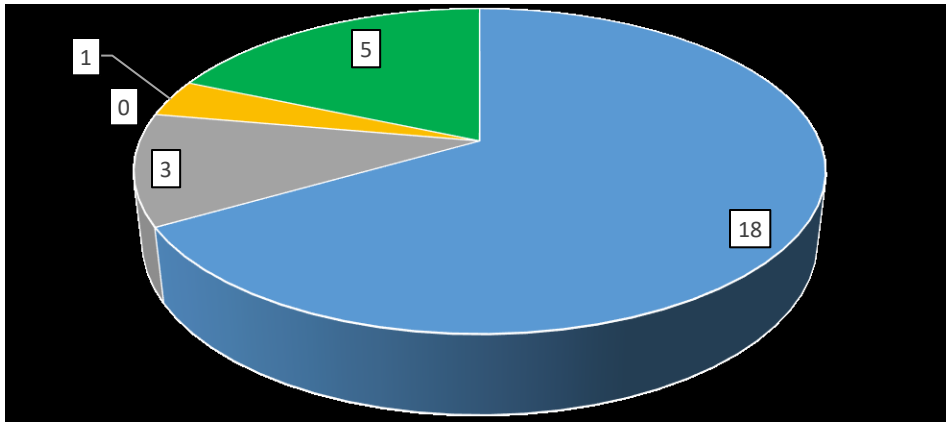
Adult High School Credit Diploma Program Data

CDP Graduate By Gender



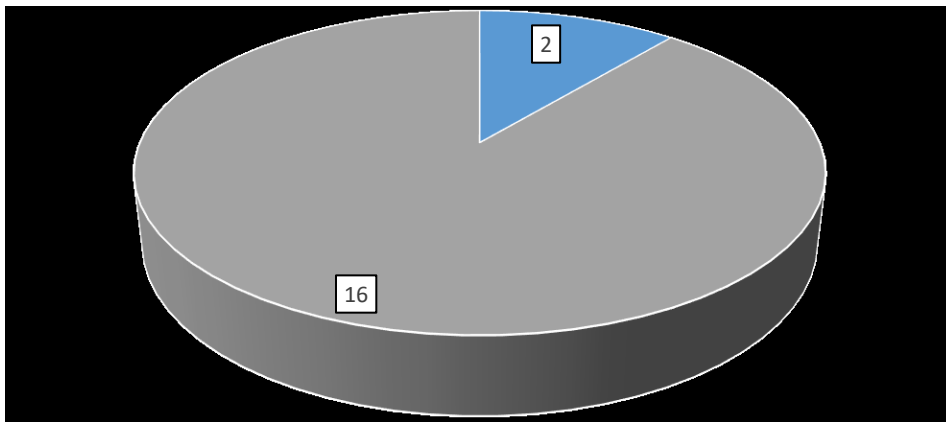
■ Male ■ Female

CDP Graduate - Non-Hispanic Students



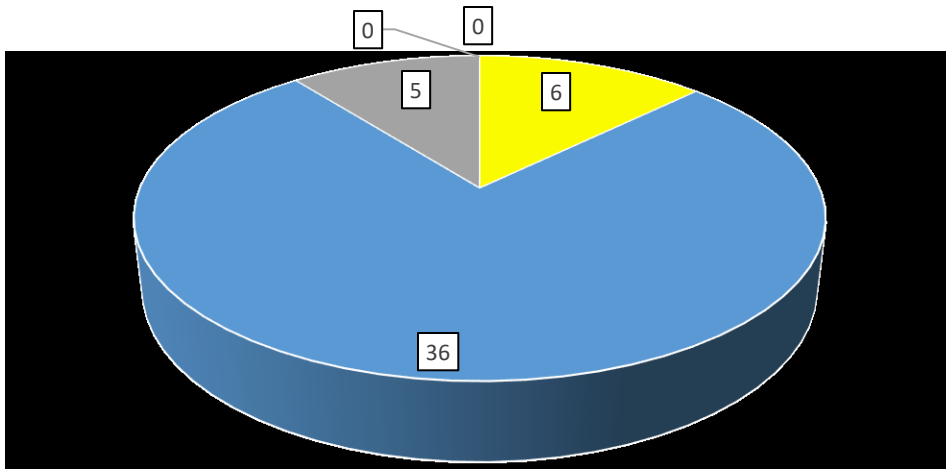
■ Black ■ White ■ Native ■ Asian ■ 2+ races

CDP Graduate -Hispanic Students



■ Black ■ White

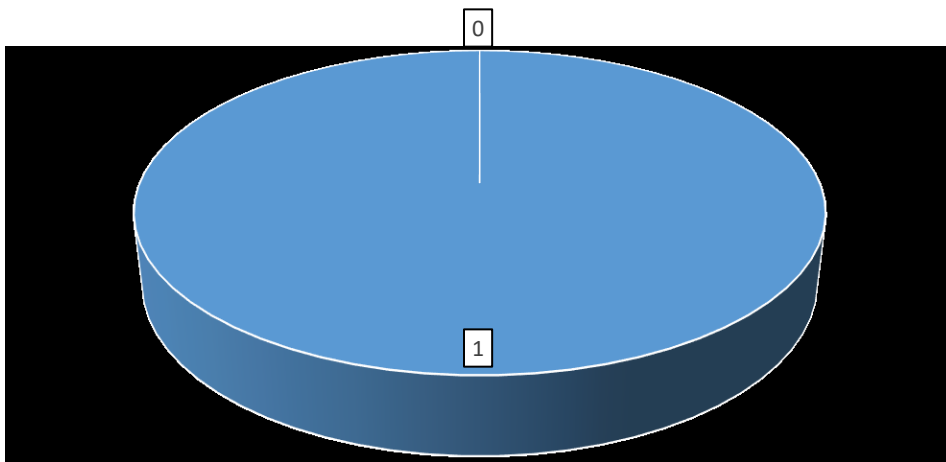
CDP Graduates By Age



■ 16-18 ■ 19-24 ■ 25-44 ■ 44-49 ■ 60+

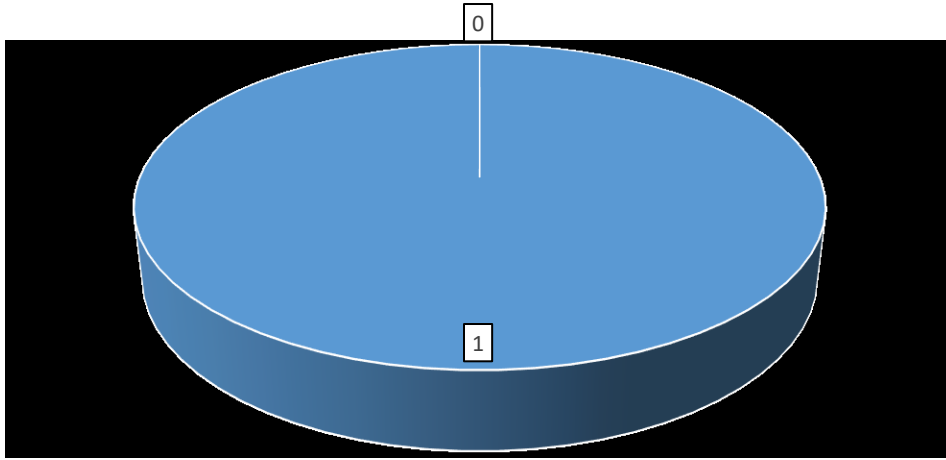
State of Connecticut High School Diploma Program Data

State High School Diploma Graduates By Gender



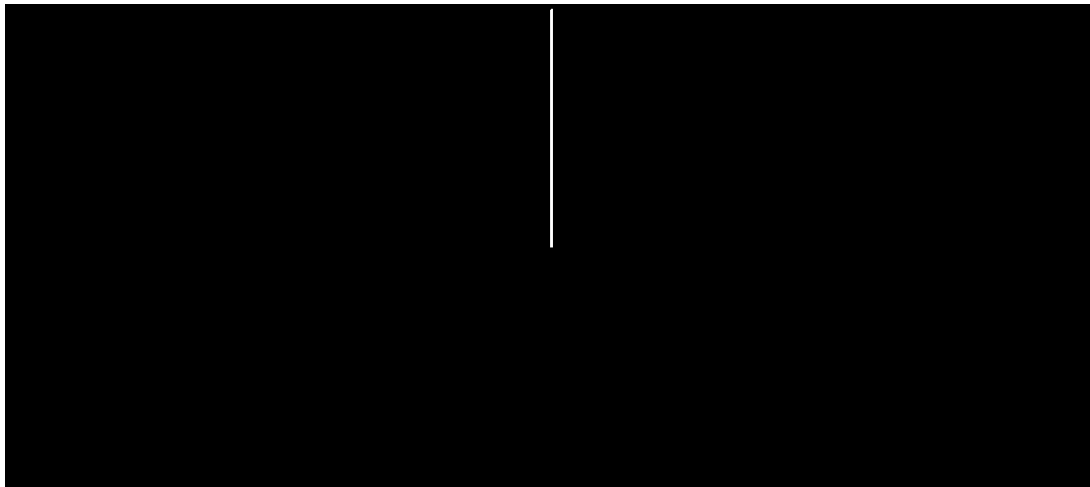
■ Male ■ Female

State High School Diploma Graduates By Age



■ 18 ■ 19-24

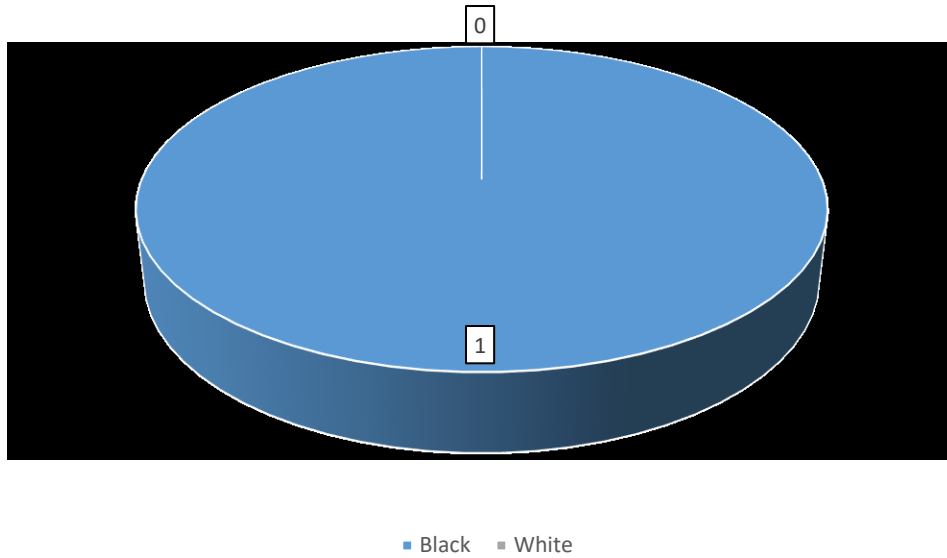
State High School Graduates- Non- Hispanic Students



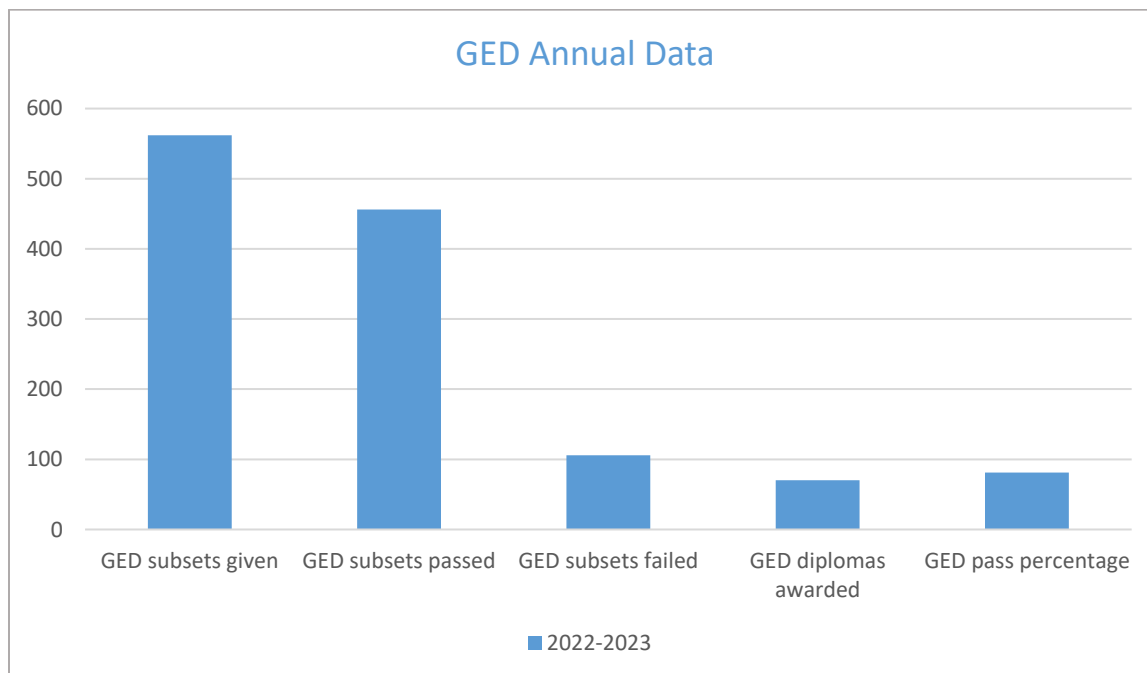
■ Black ■ White

*Zero Non-Hispanic State High School Graduates in the 2022-2023 school year

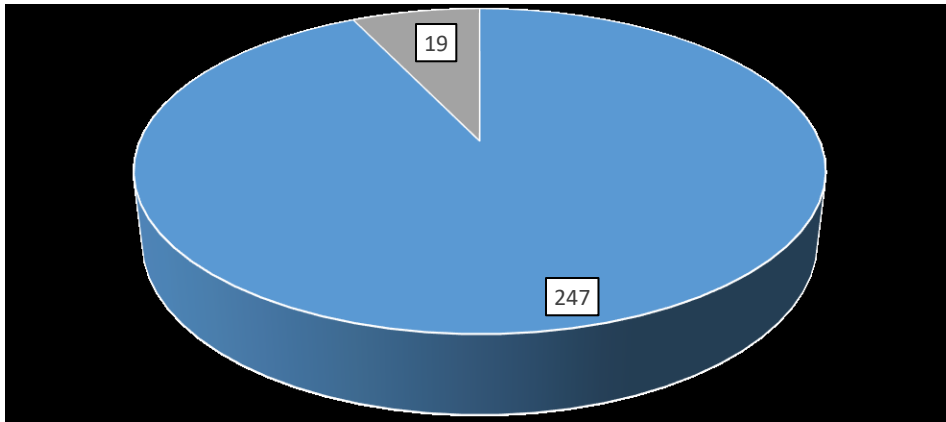
State High School Graduates- Hispanic Students



GED (General Education Development) Exam Data

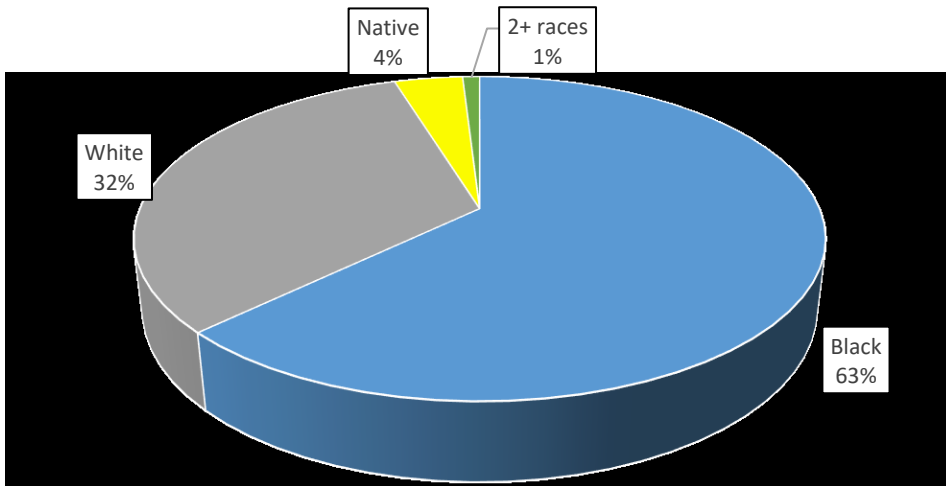


All GED test takers by gender



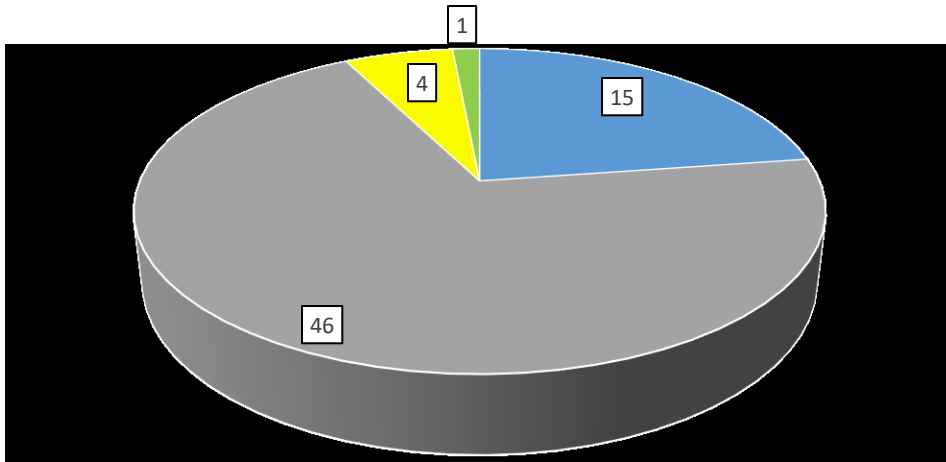
■ Male ■ Female

All Non-Hispanic GED test takers



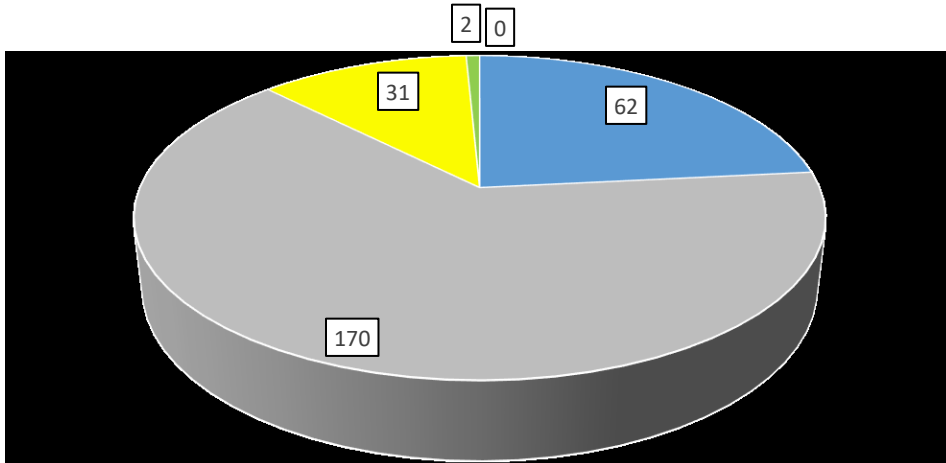
■ Black ■ White ■ Native ■ 2+ races

All Hispanic GED test takers



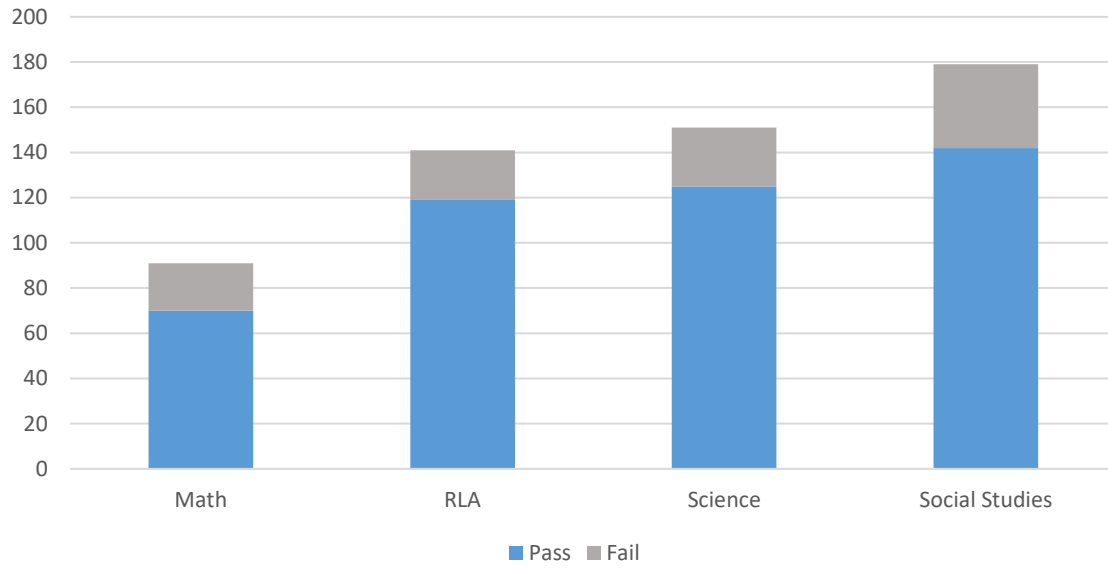
■ Black ■ White ■ Native ■ 2+ races

All GED test takers by age

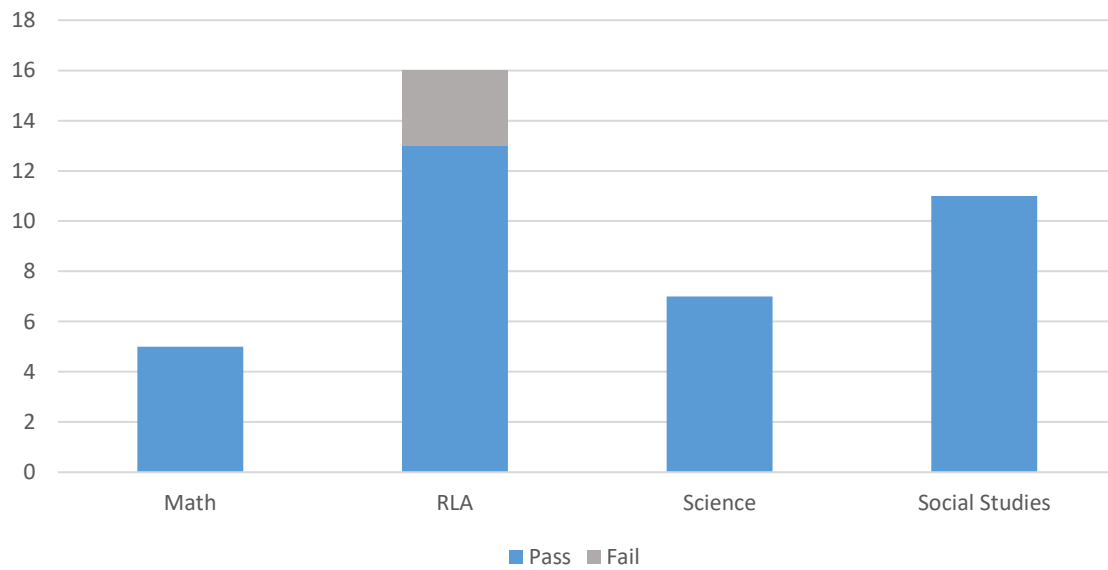


■ 16-18 ■ 19-24 ■ 25-44 ■ 45-59 ■ 60+

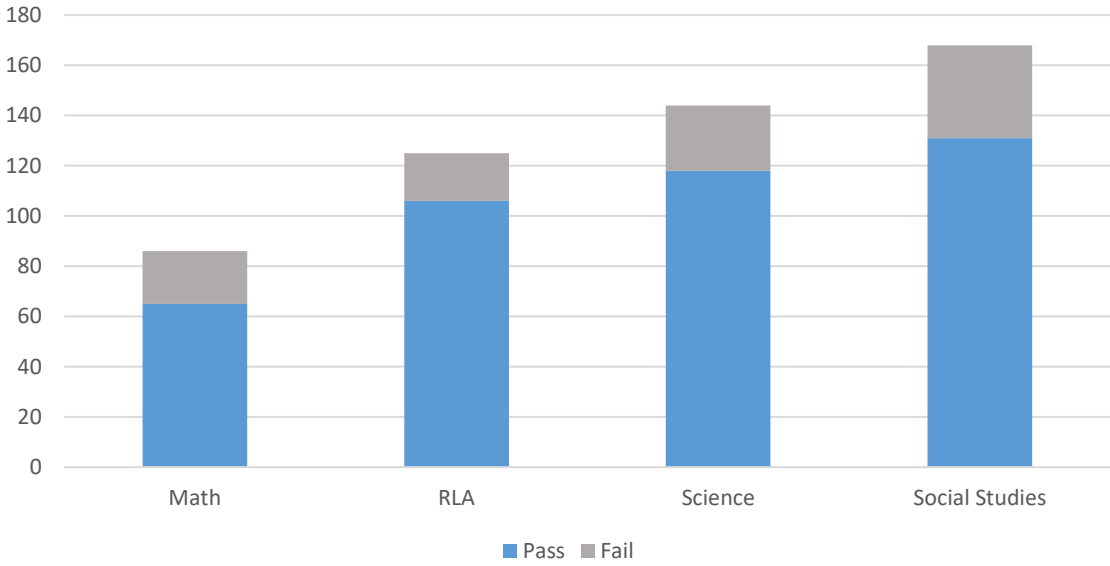
Overall GED Subsections- All Students



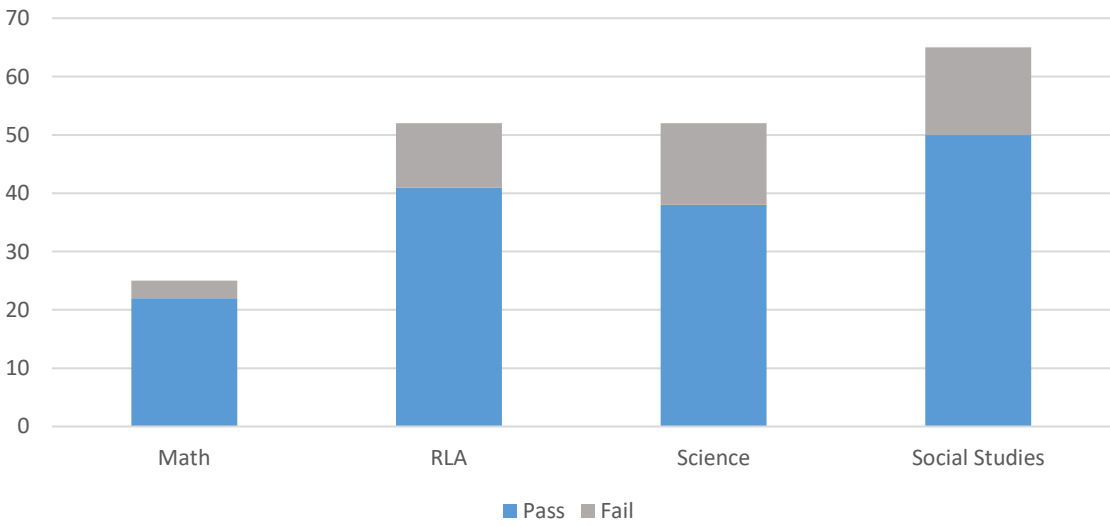
Overall GED Subsections - Female Students



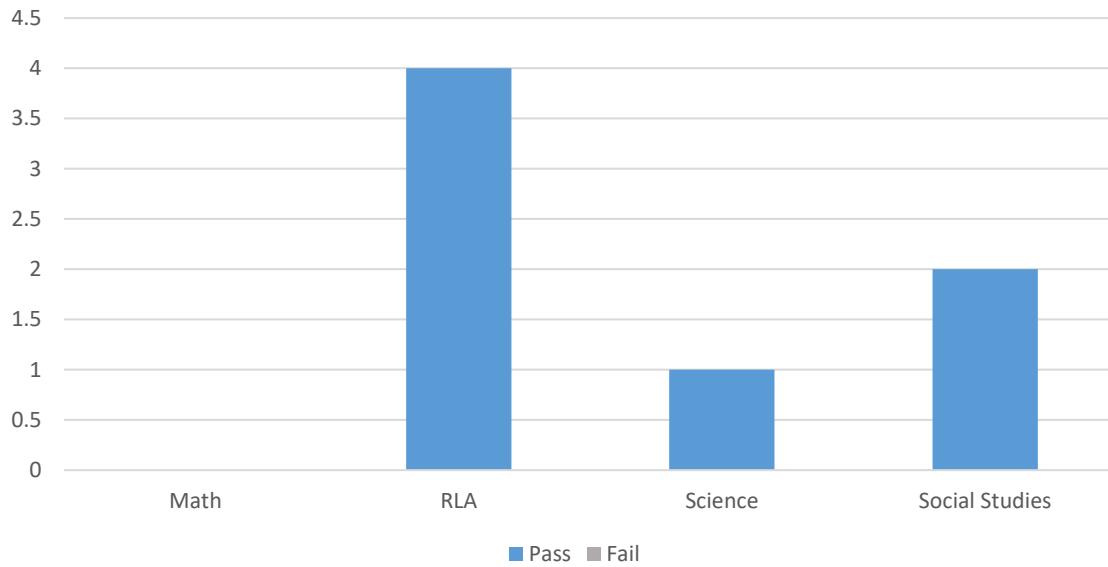
Over GED Subsections- Male Students



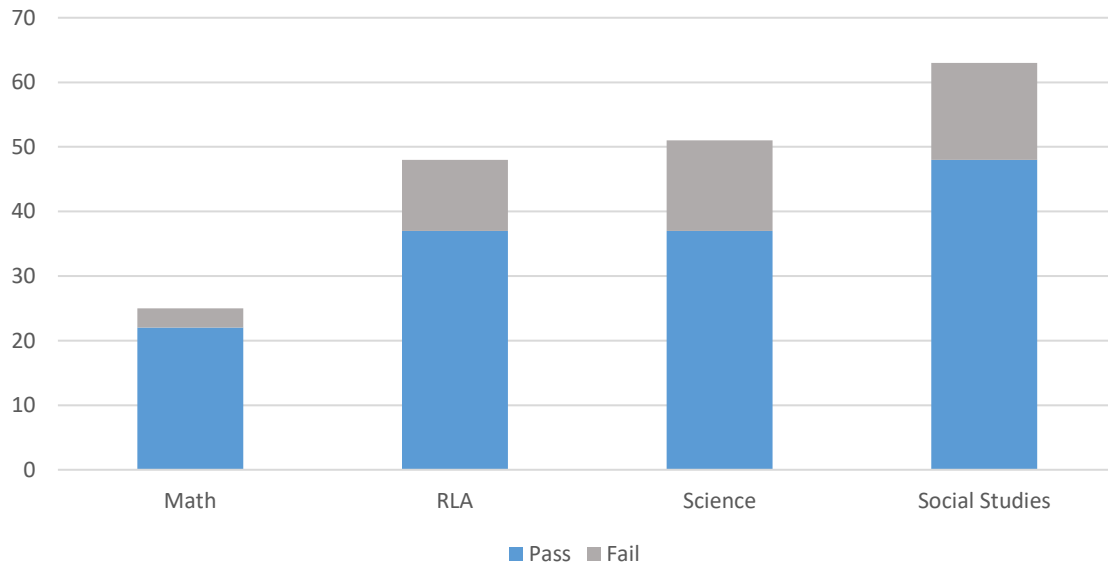
Overall Subsections- Hispanic Male and Female Students



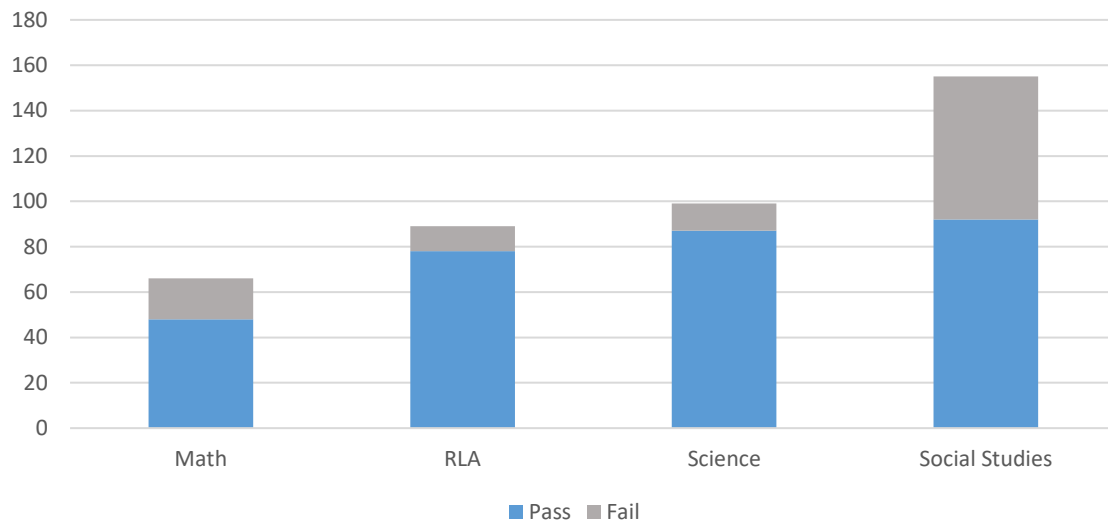
Overall GED Subsection -Hispanic Female Students



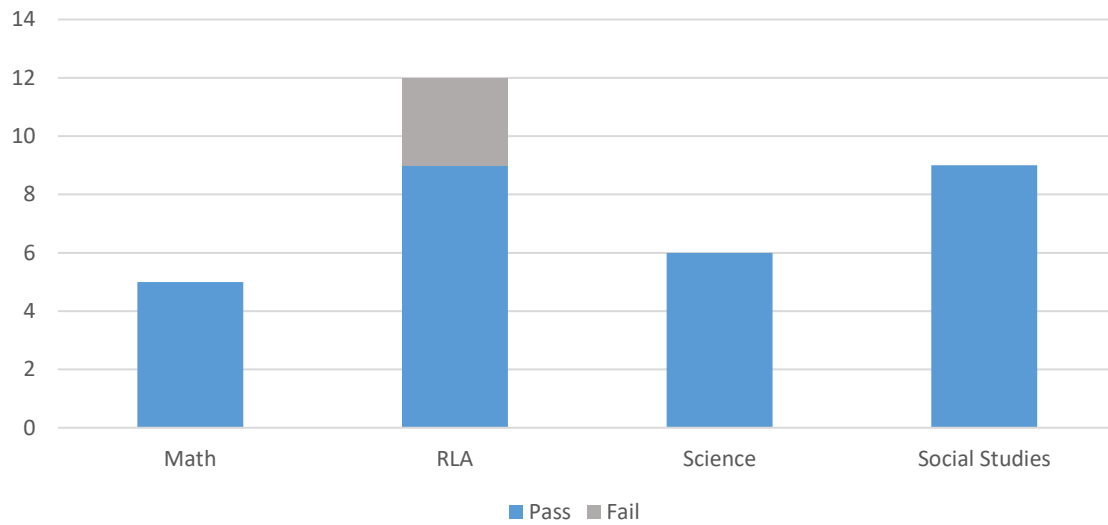
Overall GED Subsection- Hispanic Male Students



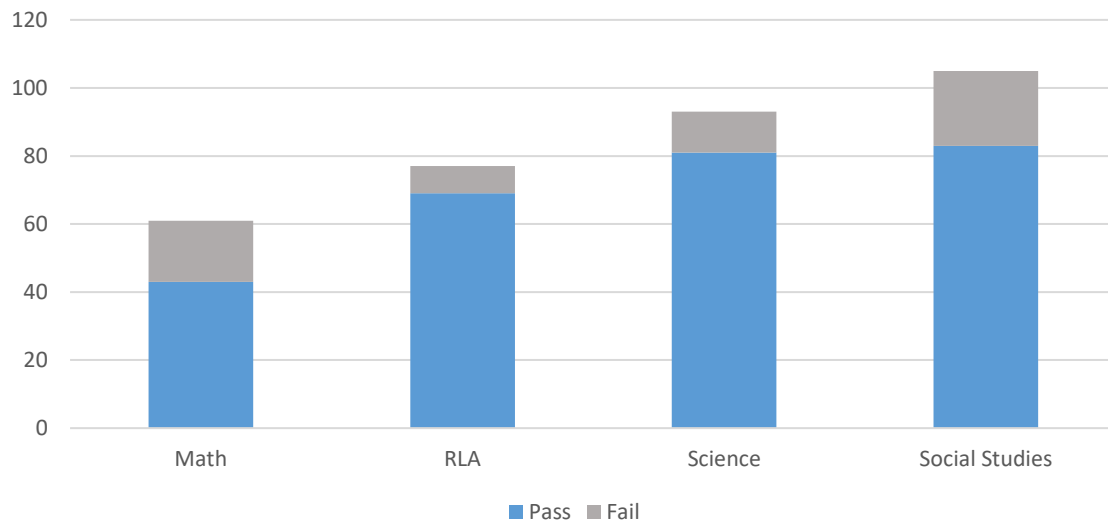
Overall GED Subsection - Non-Hispanic Female & Male Students



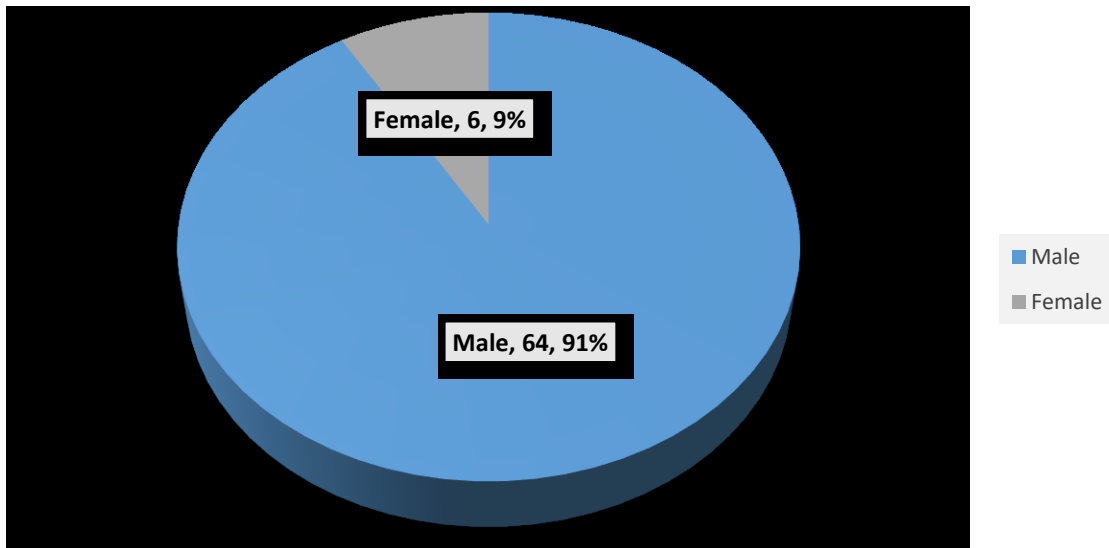
Overall GED Subsections - Non-Hispanic Female Students



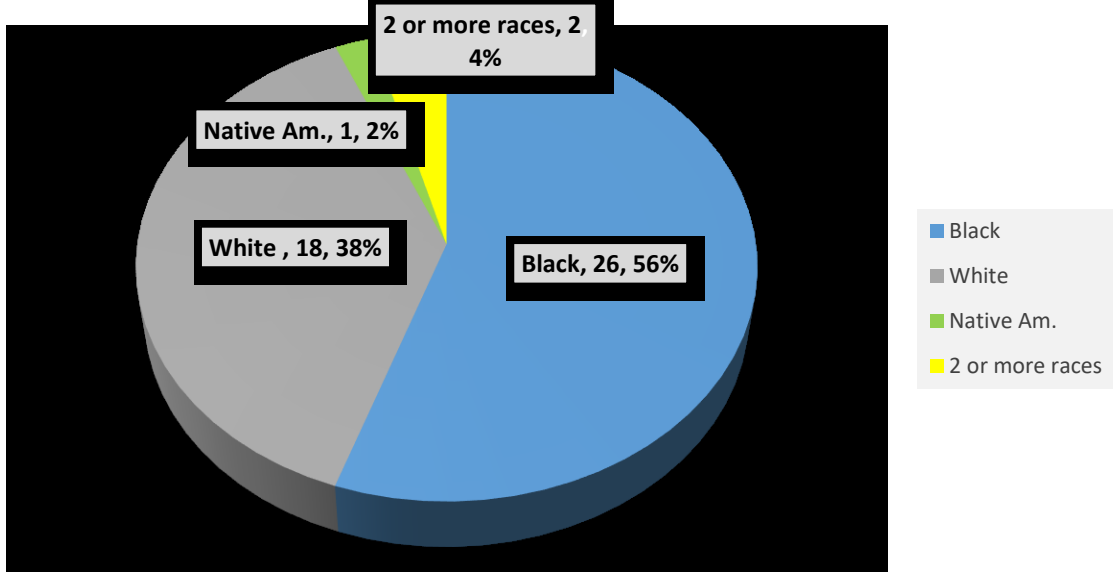
Overall GED Subsections- Non-Hispanic Male Students



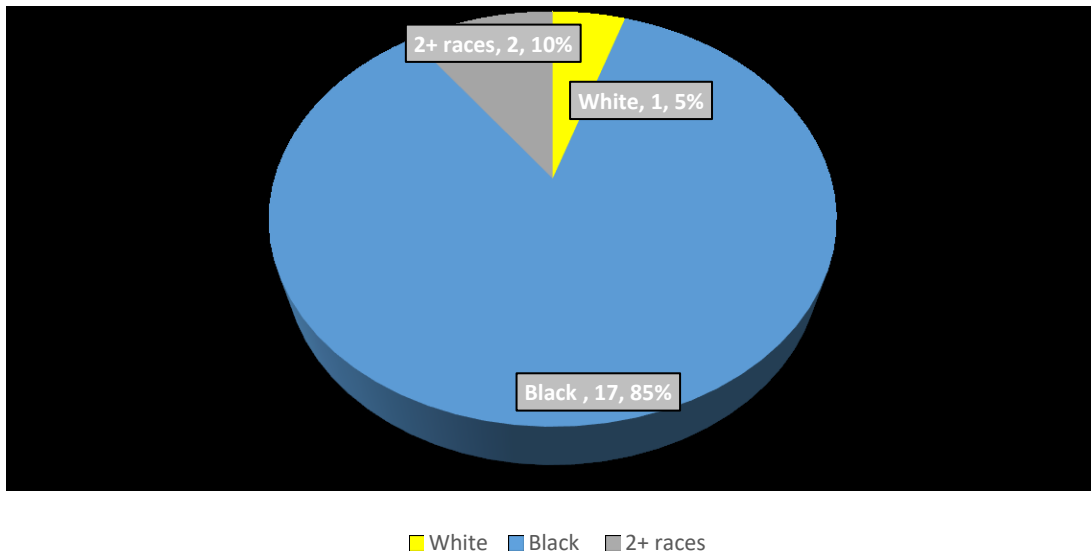
GED graduates by gender



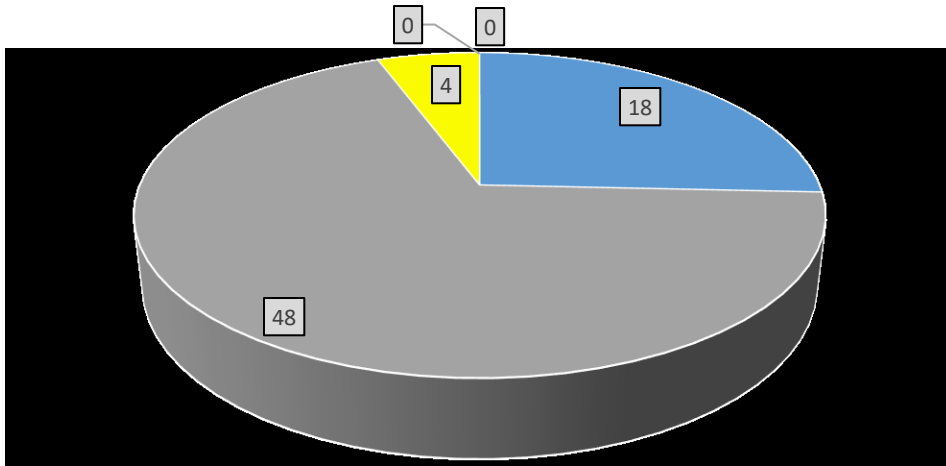
Non-Hispanic GED graduates



Hispanic GED graduates



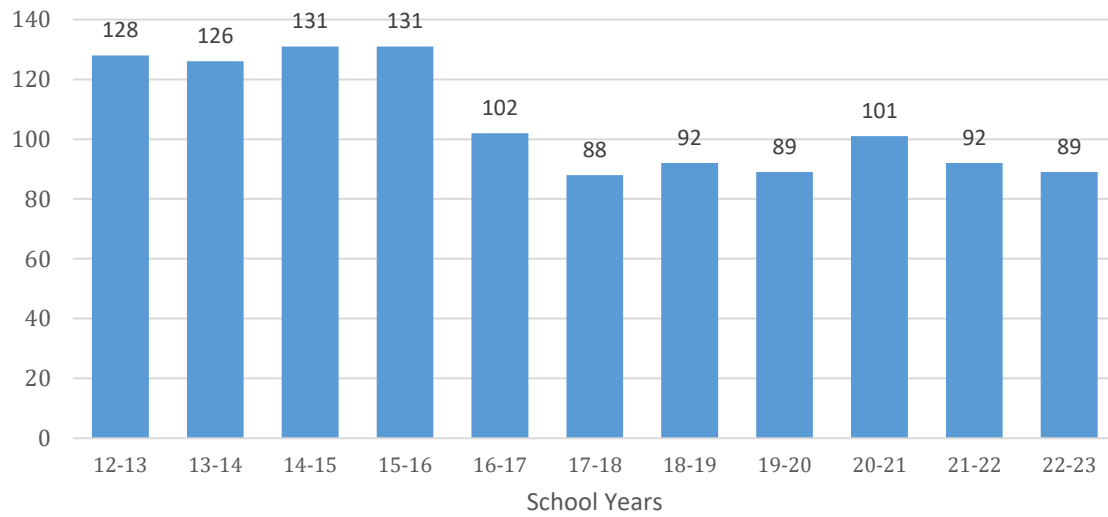
GED graduates by age

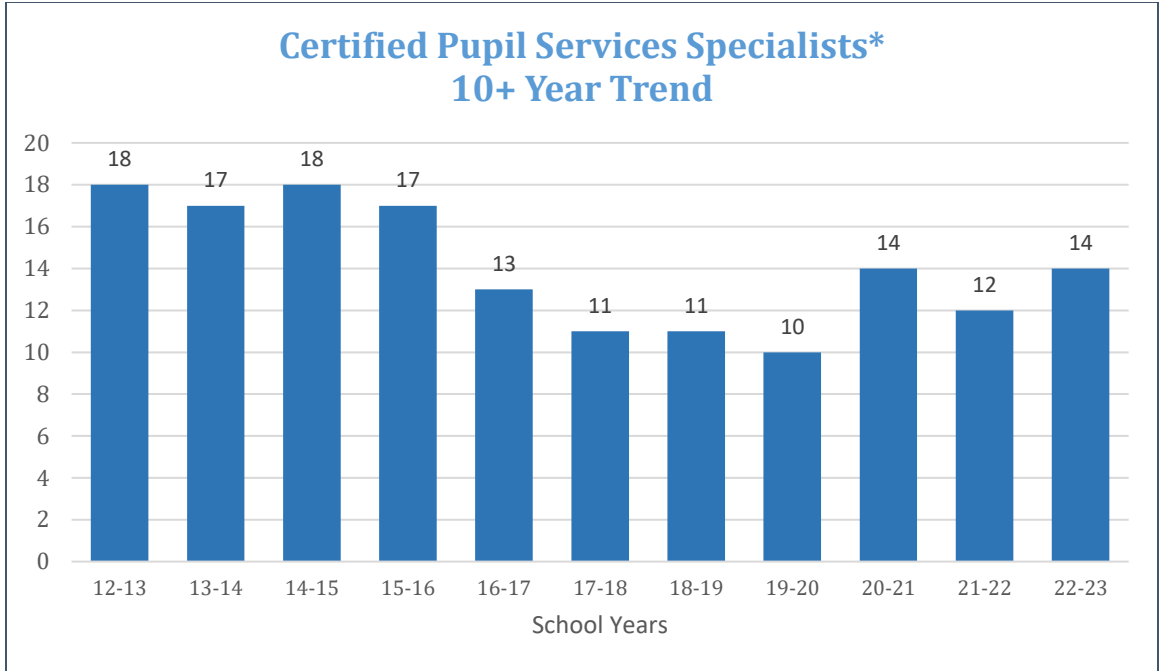


■ 16-18 ■ 19-24 ■ 25-44 ■ 45-49 ■ 60+

Staff Trend Data

Certified Teachers & Instructors 10+ Year Trend

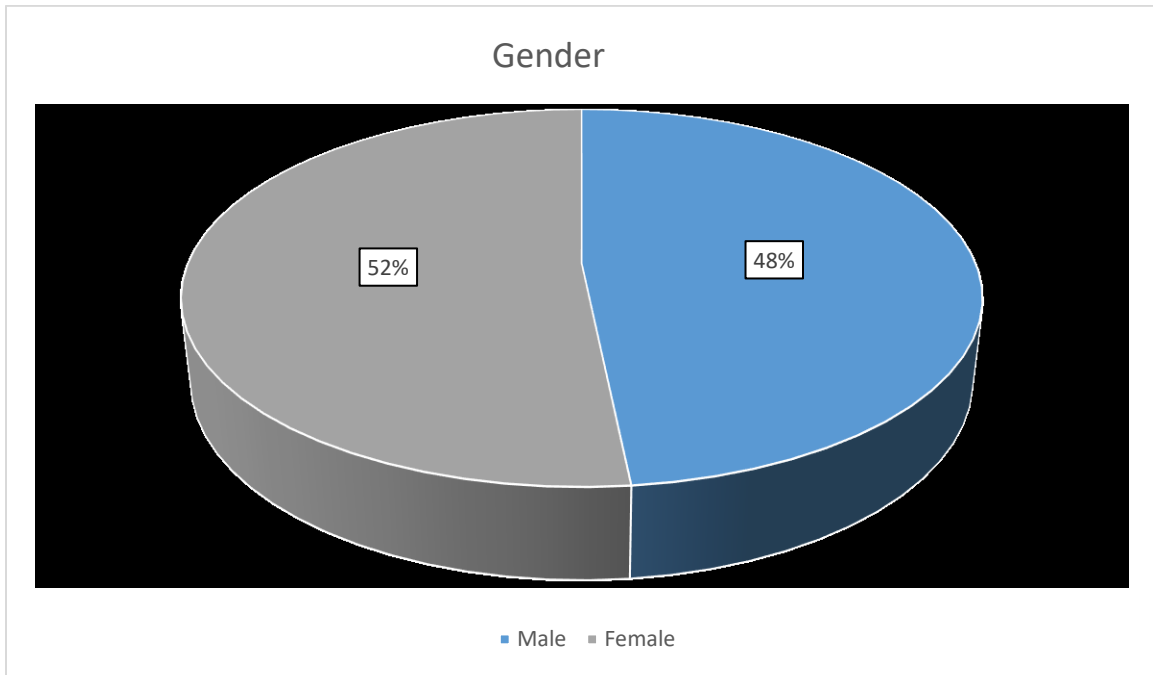


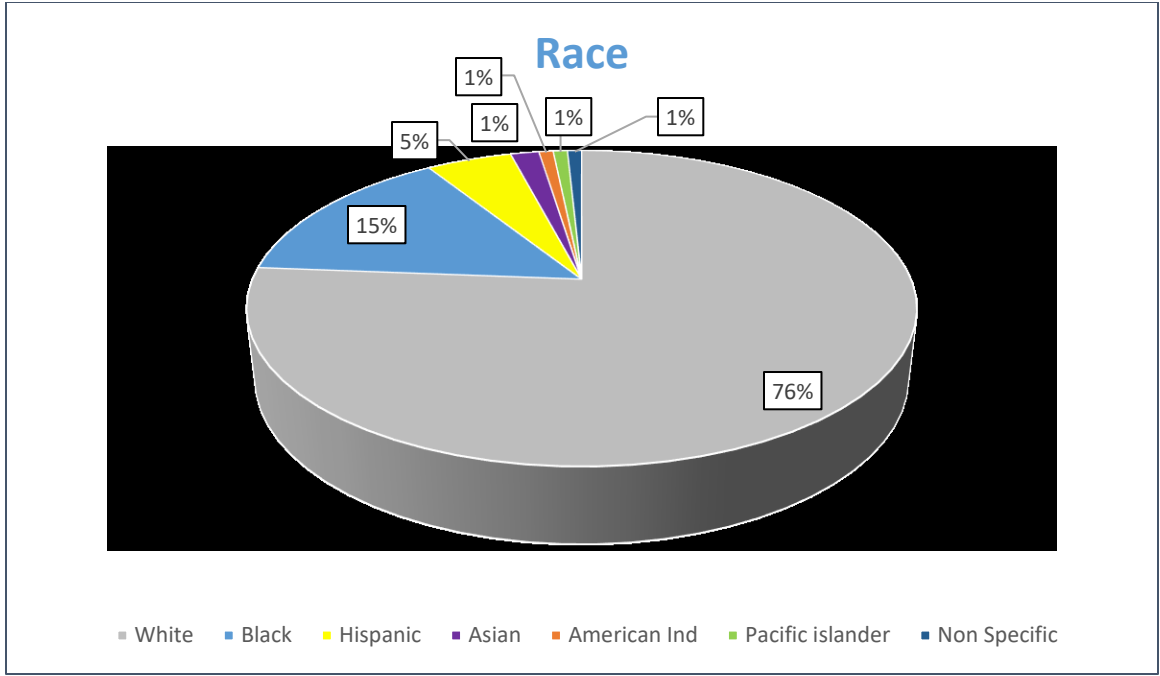


* Pupil Service Specialists include School Psychologists, School Counselors, and School Social Workers.

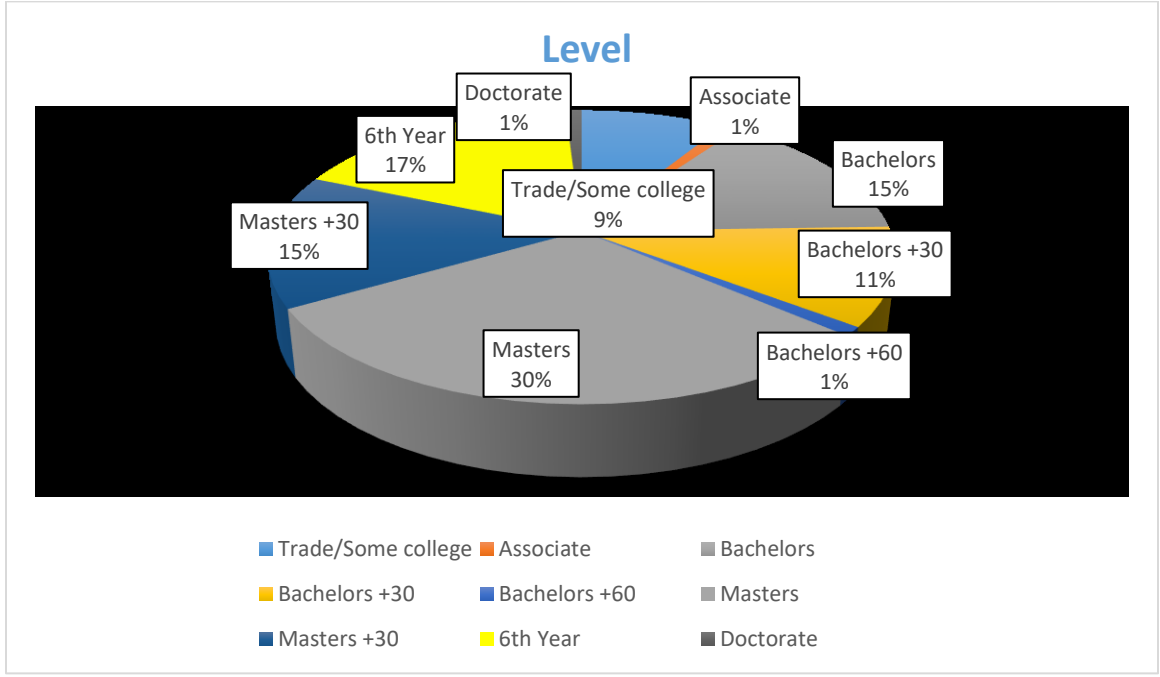
*data on certified staff includes the entire 2022-2023 school year

Staff Demographic Data





Certified Staff Education Level Data



Angel Quiros
Commissioner
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



9/2023

State of Connecticut
Department of Correction
Unified School District #1
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