



Manson Youth Institution School

Passion



Purpose

Progress



Unified School District #1

USD #1 is a **national leader** in correctional education with over 150 employees in 14 schools within the Connecticut Department of Correction. **Responsive** to the rapidly evolving landscape of the 21st Century learner, we offer **diverse educational programs** that **meet the needs** of the incarcerated population.

Mission Statement

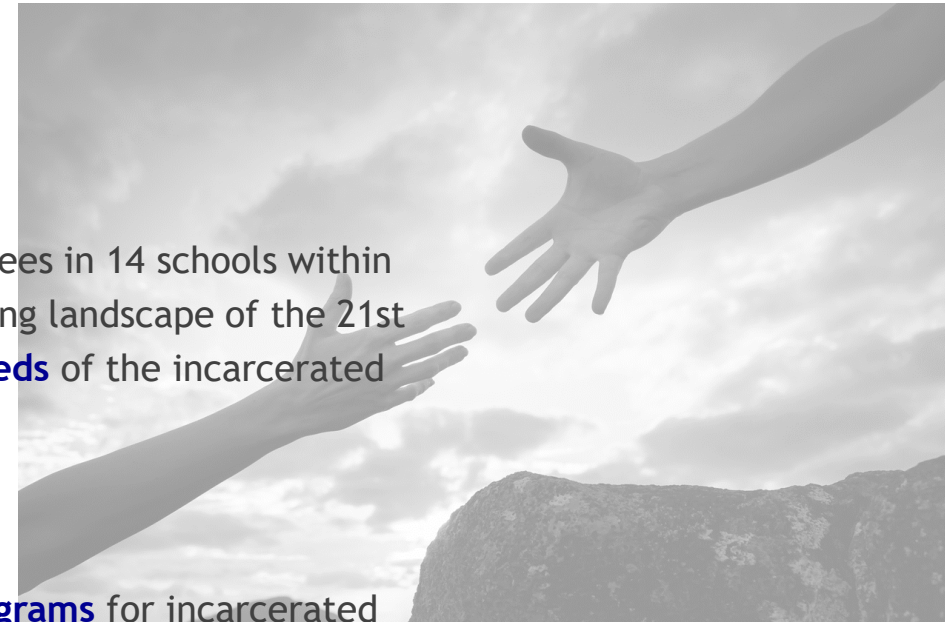
Unified School District #1 is **dedicated** to providing **quality educational programs** for incarcerated individuals so that they can make a **successful transition** to society. Academic knowledge, vocational competencies, use of technology and life skills integrated with technology are offered to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

Student Quote

USD#1 was beneficial to me because it helped me get my diploma. I learned a lot that I didn't know and probably wouldn't have known if I went to school on the outside. It has impacted me because it made me feel like I can actually be somebody and do something with my life.
— J.T.

JT's Accomplishments at MYI

- Earned GED diploma
- Developing employability skills in the kitchen





Manson Youth Institution Education

Our Vision

Our school will provide a safe, educational environment that reflects mutual respect, positive student engagement, and diverse learning opportunities with a focus on preparing students to be productive and responsible citizens.

Our Mission

The John R. Manson Youth Institution school staff is dedicated to creating a positive, safe learning environment wherein a full range of educational services will be provided to promote the learning and personal growth of each student.

Parent Quote

*I must say I'm really proud of the education my son has received while in MYI, at first I was concerned about him getting his education and graduating because trouble just seemed to always get his attention. But with continued discipline, from you all and myself he seem to turn around and realize the importance of his education. I must say I'm so proud of him and I give MYI a lot of credit for all you did. Him being incarcerated I know was hard for him but it is even harder for me.
Thanks for everything.
- Ajenette Roper*



Manson Youth Institution

THE SCHOOL TEAM

- Administrators
- Certified School Teachers
- School Psychologists
- School Counselors
- Special Education Teachers
- Social Workers
- Instructional Assistants
- Correctional Transition Instructor
- Clerical
- School Correctional Officers

STUDENT QUOTE

Well the school program here at MYI is not only a place to learn but a place of support and understanding. I work very hard for my G.E.D. and if I wasn't for the support of the school staff I would have not Graduated, which would have resulted of me leaving here with nothing. It cost nothing at all to take a GED test vs. going home to do it. I learned not only educational skills but patience and other social skills. My time in MYI's school program is something I will never forget and that I'm thankful of in a way.

- H.T

H.T.'S Achievements at MYI

- In July of 2019 earned GED
- Student has made social emotional and behavioral gains through special education and academic supports. Teachers reported H.T. has matured into a young man who at times can still act impulsively, but now knows the importance of setting short term and long term goals, as well as, maintaining control of himself and his actions with the understanding that he influences his progress.



Manson Youth Institution School Programs

- The High School Program (HSP)
- Credit Diploma Program (CDP)
- General Equivalency Diploma (GED) Program
- College Programming with Yale and SCSU
- Social Skills
- Special Education
- Literacy Programs
 - English As A Second Language instruction offers a comprehensive approach to learning English as a spoken and written language.
 - Foundational Literacy is a developmental course designed to teach critical academic skills to emergent readers.



Transition and Social Emotional Learning

Transition Groups Target the Following Areas:

- Career Awareness/Career Success
- Job Readiness
- College Readiness
- Self-Advocacy
- Organization/Study Skills
- Decision Making

Counseling Groups Focus on the Following Skills:

- Interpersonal Relationships
- Assertiveness Training
- Decision-Making
- Resiliency
- Coping Skills
- Bereavement
- Stress Management
- Self-Esteem
- Rational/Irrational Beliefs



VOCATIONAL EDUCATION

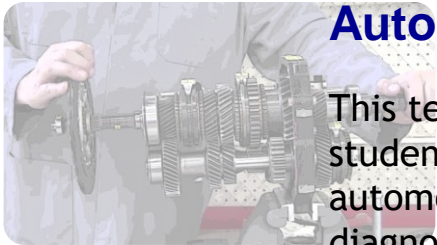
COURSE DESCRIPTIONS

Auto Body Technology



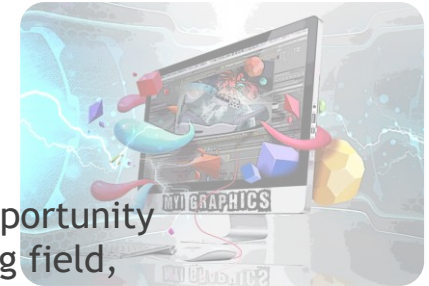
This program emphasizes the fundamentals of safety, electric welding, gas welding, metal straightening, refinishing, mechanical principles, problem solving skills, and good work habits. Also included are units in metalworking, surface preparation, painting, glass, and estimating.

Automotive Technology



This technical program is designed for students that wish to make a career as an automotive technician. Instruction in diagnostic testing, precision measuring tools, and troubleshooting of the automobile are emphasized.

Graphic Arts Technology



This course is designed to provide students the opportunity to learn the skills necessary to work in the printing field, and desktop publishing industry. Students gain skills in the areas of layout, design, production, printing, and binding.

Culinary Arts Technology



The goal of this program is to provide the skills needed in the culinary and hospitality industry to be successful. Through practice and discussion, students are taught skills in basic cooking, methods, culinary techniques, weights, measures and recipe conversions. Participants earn a Safe Serve Certificate after passing a test administered by the National Restaurant Association.



Best Practices and Program Fidelity

- Ongoing Program Monitoring
 - Curricula is aligned with Common Core Standards and College and Career Readiness Standards
- Student Assessment
 - Standardized Assessments
 - Common Formative Assessments
 - Mastery Connect
 - Assessments for Special Education Services
 - Grades
 - Student Success Plans
- Professional Learning Communities (PLCs) and Data Teams
- Student Support Meetings i.e. Response to Intervention (RTI), Scientific Research Based Interventions (SRBI)
- Formal and Informal Classroom Observations with formal oral and written feedback
- Yearly Professional Growth Goals and Practice Review
- District Wide and Site Specific Professional Development (PD)
- Ongoing Collaboration with School Counselor for Program Review

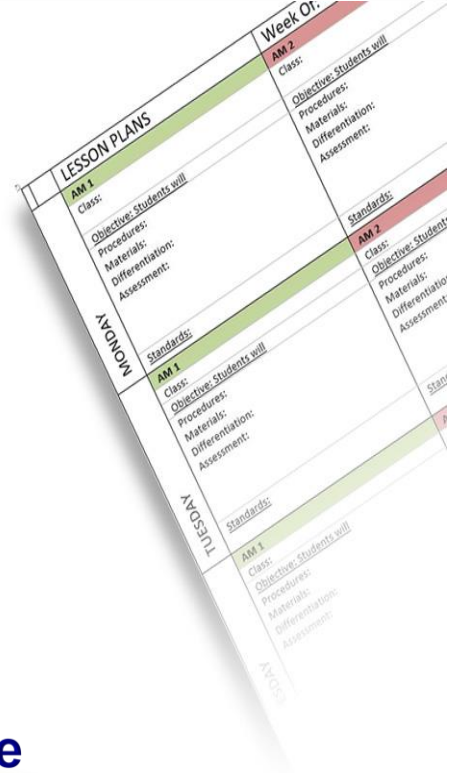
- Progress Made over the 2018-2019 School Year
 - Student Assessments correlate to district testing and Common Core State Standards
 - Introduction to Technology in the classroom PD
 - Ensuring teachers are highly qualified with regards to appropriate class levels
 - Modified schedules to maximize and increase learning time and minimize distractions
 - Uniformed Lesson Plans with Standards Alignment
 - Uniformed Report Cards

Student Quote

I feel like the school system at MYI helped a lot because they did not give up on me or other inmates, like in the world. They also gave me the support and motivation I needed to get my diploma. -S.S.

SS's USD #1 Accomplishments

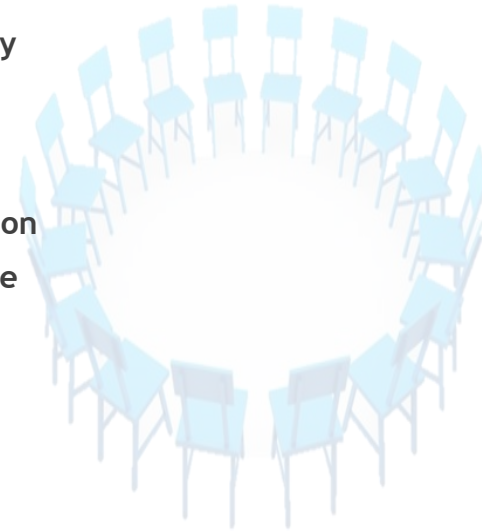
*Adult Education High School Diploma November 2018
Currently Enrolled in Commercial Cleaning*





School Culture and Community

- Project Music Heals
- Art Contests
- MYI Family Nights
- Restorative Justice Circles
- DMHAS Trauma Informed Training
- Adolescent Workgroup Meetings - weekly meetings allowing for collaboration among all departments at MYI, family, and students.
- Establishing partnership with the our Graphic Arts Program and Xerox
- Establishing partnership with our Graphic Arts, Auto Technology, and Auto Body programs and SWAG
- Introduction of Staff Wellness Seminars
- Implementing a Resident Mentor Program
- Creation and implantation of school climate survey for both students and staff to inform school initiatives
- Vocational Open Houses
- School Family Orientation- Scheduled for parents/guardians of newly enrolled students. Quarterly orientation sessions include a tour of the school building and an introduction to the philosophy and services available in the school.
- Charity Initiatives - In June 2019, student donations to the Special Olympics totaled \$241.50. Facility Fundraising raised over \$10,000 in 2018.
- Collaborate with Southern Connecticut State University (SCSU) and Yale University to transition students into their college programs and provide tutoring on the weekends.
- Restorative Justice Circles
- Art Contests





School Officers

Officer Glasper

My job as the school officer is to **motivate every student** that comes through the door in a positive way. I believe it is really important to continue your education while incarcerated. I try to provide a **positive atmosphere so the students feel welcomed**. What motivates me here in the school is the fact that you can **actually see a positive growth and change** from when the students first start to when they finish. **I let every student know that I am here to help**, whether it's needing someone to talk or to give advice. I also, while in this school setting, try to **educate these students on life and how all our life choices can affect us**. It is **very rewarding** seeing the students get their Adult Education Diplomas and High School Diplomas, as well as, **seeing the look of accomplishment on their faces**. A lot of these students may not have accomplished this had they been home in their environments. I think the **teachers and staff here do a really great job** trying to educate every student here at MYI. I think **it's up to all of us** to collectively **continue to implement programs and ways to educate** our youth in order reduce recidivism and help **reintegrate these young men back into the community**.



Officer Achu

My mission as a school officer at MYI is to **provide a safe and professional environment** where our **students learn and acquire the skills** necessary to become productive members of society. As a school officer, I always **utilize my personal experiences as a parent and correctional professional** to communicate with the students so that **they can be motivated** and not allow their current situation to dictate their future. This mission has proven to be a **success due to a collective effort with our teaching staff** who provide a conducive learning environment to ensure that the **students are given every tool to succeed** while incarcerated.

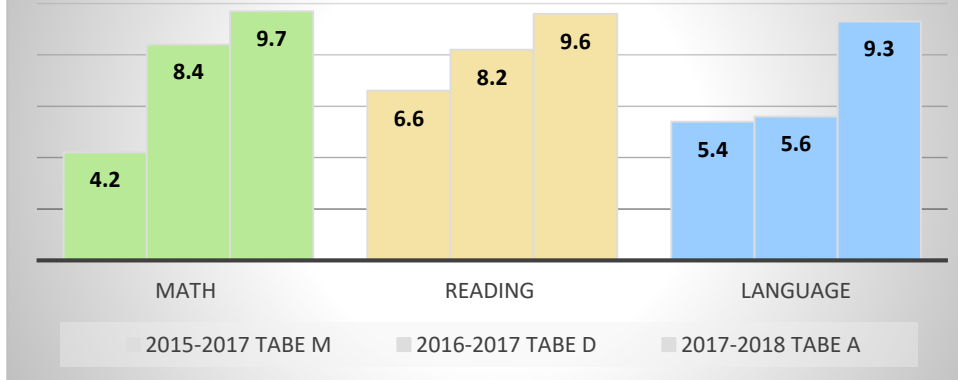


Student Highlights - N.G.

Public School History Prior to MYI - student had a history of tardiness/absences including at least 5 days of suspensions.

USD #1 TABE Results

Grade Level Progressions



MYI Teachers reported good attendance and commented that he shows good improvement, good effort in class, and appropriate classroom behavior.

Achievements While at MYI

- High School Diploma - February 2019
- Graphic Arts Completion - May 2019
- Currently working on employability skills as a school/facility detail worker

Student Quote

The USD1 program is really a big help to incarcerated kids and young adults who did or didn't attend school out in the world. They help anyone who comes in no matter what their academic level is. Me personally, I was going to school out in the world but the rate I was going I would never have graduated High School or Graphic Arts Tech. When I felt like I didn't want to do work and stop trying because I was in school, in jail there was countless teachers I could go to that would drive me to succeed.
-N.G.



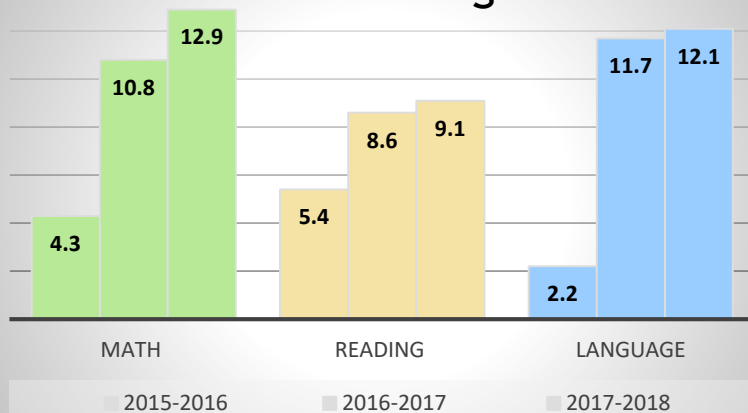


Student Highlights – T. A.

Public School - Over a three year span the student was suspended for a total of 36 days. T.A. refused to attend school to complete final exams in the 2014 school year. Tardiness was noted as a concern in 2012 and 2013 school years.

USD #1 TABE Results

Grade Level Progressions



TA's ACHIEVEMENTS at MYI

- GED- April 2017
- Automotive Technology Certificate of Achievement- January 2018
- Currently enrolled in Culinary Arts program



Student Quote

*Under the circumstances and adversity of being incarcerated and at the same time trying to achieve a high school diploma I did fairly well, I might have **done better than what I expected out of myself due to constant support from the teachers when I felt like giving up.** I came into this program at the age of 14 and didn't get a full high school experience how I wanted it, but once I was old enough **I decided to take my GED and passed with flying colors which wouldn't have been done without the time and effort put fourth from multiple teachers who I know wanted to see me succeed.** After attaining my GED, since then I've been in two vocational programs; Auto body and currently Culinary and the skills that I've been taking form those are extremely beneficial to both job opportunities and household skills for when I go home. **I am more than grateful for having options at my doorstep even when it seems like everything's closed.***

-T.A.



Student Highlights – M.L.

Student Quote

This High School program in MYI is helpful for many inmates.

*This is my second time here and both times here **the staff actually cared about my education.** When I was home recently I had to go to night school and was contemplating on dropping out, but **coming back here helped me complete a life long dream and make my mother proud.** Since graduation I have taken up a job in the school, taken up a graphic arts class, and I participate in the Inside Out College Program. **I never thought so many good outcomes were possible to accomplish while incarcerated, but I can honestly say that if not for this school program I don't know where I would be in life.***

-M.L.

ML's Achievements at MYI

- Adult Education High School Diploma in April of 2018 through our Credit Diploma Program
- Currently enrolled in the Graphic Arts program due to receive his Certification of Completion in October of 2019
- Currently working on employability skills as the School Library Aid



Student Highlights – J.B.

Student Quote

The programs here have been beneficial to me because I know if I was home I probably wouldn't have finished school or earned certificates for different trades. Sometimes we have problems financially where we are unable to pay for trade school or school period. The programs here are at a no cost and teach us basic skills and hands-on training. To dig a little deeper, it gives us something positive to do to take away from the negative circumstances we may be in. The instructors do a good job making us feel more like students than inmates. If taken serious these programs could be a stepping stone to success.

-J.B.

J.B.'S Achievements at MYI

- **March of 2017: Earned GED**
- **August of 2017: Completed College Course through SCSU's Inside Out Program**
- **January and August 2019: Earned Culinary Arts Certificates of Achievement**
- **March 2019: Earned 3 Automotive Technology Certificates of Achievement**
- **August 2019: Earned a Graphic and Print Technology Certificate of Achievement**
- **Currently enrolled in Automotive Technology and Graphic Arts and Print Technology**



Celebrating Student Success



- Graduations
- Achievement Certificates
- Certificates of Academic Advancements
- Outstanding Attendance Awards
- School and Facility Collaboration for Incentive Recreational Opportunities
- Vocational Achievement Certificates
- Vocational Completion Certificates
- Family Communication on Progress
- Daily MYI Community Mentoring

Student Quote

I feel that coming to jail and entering USD1 gave me a second chance for my education. The staff is wonderful and are there for you from start to finish. I couldn't have done it without their support and words of wisdom. Because of USD1 I made my mom proud and happy of me; the smile on her face the day of my graduation was priceless.

-J.B.

Parent Quote

Him coming there, he did a major change. His attitude was different and then he began to mature he worked hard to get that, and I wasn't there to help him get it which made me so much prouder because he worked hard and did it for himself! That's the son I know! Smart, funny and can do anything he wants and he achieved on his own. Even though I'm the proud parent, he achieved that, I wasn't there to hold his hand.

-Charlstina Brown



State Department of Education Walkthrough

Directions: Complete the following walkthrough protocol, capturing correction facility school site visits and classroom observations. Provide a snapshot of performance in key areas aligned to climate, academics, and operations. For each indicator, evaluate the school and/or classroom as: 1 - below standard, 2 - developing, 3 - proficient, 4 - exemplary, or N/A - unable to observe. Provide notes and evidence, as appropriate.

Department of Correction, Manson Youth Institute Walkthrough Information:

Key Data Points:

Today:

YTD:

Site : Manson Youth Institute

Date: 9/12/2018

Time in/Time out:

8:00 a.m.

12:00 p.m.

School-wide Observations:

Indicators:

Rating (1 - 4):

It is clear that students meet with their guidance counselors and conference with them about their individual programs. This is evidenced by two students: the first student has earned his diploma and was made aware of his completion of credit hours by his guidance counselor and the second student indicated that he met with his guidance counselor and shared with me his understanding of his next class and his plans to complete his high school program in adult education after his release from MYI. Youth who have earned their diploma's perform paid jobs in the facility during the school day. Most notably, students walk through the hallways independent of an officer! Several students were observed walking to the nurse, the spiritual center, etc. This culture of independence and respect may have a positive influence on students' development and their success during re-entry.

School environment -- Main entrance:

3

School environment - Hallways and common spaces: I noticed that every 4 to 5 feet the school's conduct expectations were posted for students to see

4

Classroom routines -:

N/A

Transitions and routines - Between classes: I did not view transitions today

N/A

Interpersonal interactions: Teachers wear a body alarm; there were no officers in any of the classrooms. However, student behavior is well managed, students are respectful towards the teacher, and the teacher interacted well with the students.

4



State Department of Education Walkthrough

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Department of Correction, Manson Youth Institute Walkthrough Information:		Key Data Points:	Today:	YTD:
Site :	Manson Youth Institute			
Date:	9/12/2018	Time in/Time out:	8:00 a.m.	12:00 p.m.
Classroom Observations:		Indicators:	Rating (1 - 4):	
Classroom Grade/Content Area: Vocational Education	Auto Body	Student engagement:	3	
During the observation, the students were engaged in an open-book quiz which was followed by a hands-on activity that went along with the content of the quiz. All of the students were engaged with the work and all of the students conversed with the instructor regarding aspects of the quiz. The instructor shared with me how he blends life skills and self-awareness into the class time.		Use of time:	N/A	
		Classroom learning environment:	4	
		Student behavior:	4	
		Differentiation and checking for understanding:	N/A	
		Academic rigor:	N/A	



State Department of Education Walkthrough

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Site :	Manson Youth Institute			
Date:	9/12/2018	Time in/Time out:	8:00 a.m.	12:00 p.m.
Classroom Observations:		Indicators:	Rating (1 - 4):	
Classroom Grade/Content Area: Math	Adding and subtracting positive and negative integers	Student engagement: when a youth said he wasn't motivated to participate in the one-to-one at the board, in 10 seconds the teacher was able to encourage him to participate!	4	
		Use of time:	3	
		Classroom learning environment: the teacher exclaimed, "you guys know what you are talking about!"	4	
		Student behavior: RECO is on the board! (respect, excellence, consistency, ownership)	4	
		Differentiation and checking for understanding: the teacher had each student answer different questions and gave them time to describe solutions to different problems	4	
The teacher walked around the classroom, discussed the concepts with students using math terminology and real-life examples, and he encouraged student participation by calling out students by their names to answer questions. Students each had a turn to work out a problem at the board and explain their solution. When doing so, they were encouraged to use correct terminology and were asked about their process of solving the equation. The students were very eager to show their peers and their teacher what they know. Most notably, the teacher and the students laugh at and laugh with one another.		Academic rigor:	N/A	



State Department of Education Walkthrough

Directions: Complete the following walkthrough protocol, capturing correction facility school site visits and classroom observations. Provide a snapshot of performance in key areas aligned to climate, academics, and operations. For each indicator, evaluate the school and/or classroom as: **1 - below standard**, **2 - developing**, **3 - proficient**, **4 - exemplary**, or **N/A - unable to observe**. Provide notes and evidence, as appropriate.

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Site :	Manson Youth Institute			
Date:	9/12/2018	Time in/Time out:	8:00 a.m.	12:00 p.m.
Classroom Observations:		Indicators:	Rating (1 - 4):	
Classroom 3 Grade/Content Area: English	Activity related to 12 Angry Men	Student engagement: Students worked together and talked to one another to get the project finished	4	
The students worked hard in teams of two on the activity while the teacher walked around the room checking on their thought process regarding the decisions they made on the project. She checked for understanding by asking individual students questions about why they chose what they did and asking them to explain why it would make a difference in the scenario they were working on. The teacher encouraged students to think about their decisions and to make sure that their decisions made sense for the topic they were focused on.		Classroom learning environment: student work is visible and positive messages are posted on the walls	4	
		Student behavior:	4	
		Differentiation and checking for understanding: Though the students worked in teams, the teacher engaged with students individually	4	
		Academic rigor:	3	
Action Items and Follow-up Activities:				
Action:	Owner:	Deadline	Follow up:	
1.				