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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Correctional Services |
| **Lesson/Unit Title** | Daily Operations of Correctional Facilities |
| **TEKS Student Expectations** | **§130.333. (c) Knowledge and Skills**  (11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities.  (E) The student is expected to describe the steps for processing inmates such as reception, orientation, and classification  (F) The student is expected to conduct a simulated parole interview  (G) The student is expected to analyze prisoner re-entry programs and the effect of the programs on the community  (H) The student is expected to describe the importance of public relations as related to communities and citizens |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  | | --- | | The student will be able to: | | 1. Describe the steps for processing an inmate through reception, | | orientation, and classification. | | 2. Conduct a simulated parole interview. | | 3. Analyze prisoner re-entry programs and the effect of the programs on | | the community. | | 4. Describe the importance of public relations as related to communities | | and citizens. | |
| **Rationale** | |  | | --- | | There many activities that occur within a correctional facility daily. It | | is important for students to understand the initial intake process and daily | | programs offered to help offenders reintegrate into society. Students also | | need to know the process by which offenders are granted release into society | | and the impact that public relations has on the community. | |
| **Duration of Lesson** | 8 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | * Computers with Internet access * Sample parole documents |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Partner the students and provide them computers with Internet access. Have the students go to www.tci.tdcj.state.tx.us. Allow the students 10–15 minutes to review the items that Texas Correctional Industries makes available for purchase. After the review is complete discuss as a class the types of products produced by the offenders. Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | |  |  |  | | --- | --- | --- | | I. Steps of Reception | | | | A. The offenders are | | | | 1. Received from county/city jails daily and then housed in a special | | | | intake area | | | | 2. Showered, shaved, and given haircuts during the first process of | | | | Reception | | | | 3. Given their uniform, toiletries, and bedding | | | | 4. Given a temporary housing assignment | | | | 5. Photographed for an ID, and all tattoos are documented | | | | B. The offenders’ property is inventoried | | | | 1. There are a few items that they may keep | | | | 2. The remaining items may be donated to charity or mailed home if | | | | the offender has the money to do so | | | | II. Orientation | | | | A. Offenders are given the TDCJ Orientation Offender Handbook in which | | | |  |  | | the following are reviewed:   1. All guidelines and policies 2. The disciplinary process 3. Classification    1. Completed by the Unit Classification Committee       1. Consists of a chairperson, treatment staff, security staff, and classification staff       2. Assesses the needs of the offender to determine the best placement       3. Makes housing, job, and educational placements    2. An on-going process that depends mostly on the offender’s institutional adjustment    3. Determines what privileges an offender is eligible for    4. Includes the option of Special Status Classification       1. Death Sentence – when offenders are sentenced to death, they are automatically housed on death row at the Polunsky Unit in solitary confinement       2. Medical – offenders who require extensive medical treatment for current or chronic illness are placed on medical units that specialize in the treatment of illness       3. Mentally Retarded Offender Program (MROP) – these offenders are vulnerable to victimization because of their limited mental capacity, so they are housed together in a specialized unit       4. Physical disability – offenders that have physically disabilities are placed in a unit that can accommodate their needs       5. Psychiatric – these offenders are vulnerable to victimization because they suffer from extreme mental illness, so they are placed in units where they receive the appropriate level of treatment and prescribed medications as needed       6. Safe Keeping – these offenders are vulnerable to victimization because of special factors (i.e. size, type of crime, etc.) so they are placed in special housing away from the general population       7. Transient – offenders who have not finished the classification process; they may remain in transient status for up to two years before receiving a permanent assignment. Many state jail facilities also house transient offenders   IV. Prison Re-Entry Programs  A. Substance Abuse Treatment   1. Goal is to reduce recidivism of substance abusers which will reduce crime in the community 2. Treatment Alternatives to Incarceration Program – in lieu of being sentenced to prison, offenders are screened and assessed for substance abuse and then referred to treatment as needed 3. Substance Abuse Felony Punishment Facility (SAFPF) – a secure facility that provides treatment based on the Therapeutic Community model. Offenders are sentenced for six to nine months, plus twelve months of treatment once released. Most SAFPF beds are designated for probationers 4. In Prison Therapeutic Community (IPTC) – offenders in prison that are sent for treatment during their last six months of incarceration, prior to release. The offenders are sent by the Parole Division 5. Pre-Release Therapeutic Community Program (PRTC) – located at the Hamilton Unit and includes offenders who are and are not substance abusers 6. Pre-Release Substance Abuse Program (PRSAP) – located at the LeBlanc Unit which is strictly for substance abusers; it houses offenders that have drug problems that are less severe than those sentenced to IPTC 7. Chaplaincy – offenders are guaranteed the right to freedom of religion if their practices and beliefs do not interfere with the security, safety, or orderly conditions of the institution    1. Life Changes Academy – has seven tracks, which include spiritual growth groups, family and life-skills, accountability, and mentoring    2. Program Management – chaplains work with security to ensure that all goals of the facility are met    3. Pastoral Care – includes meeting the needs of various faith groups, providing faith-specific religious reading materials, conducting and supervising educational classes for various religious beliefs and guiding the staff’s understanding of the many different religious beliefs and practices of offenders    4. Emergencies – chaplains serve as the only line of communication between the offender and his family during times of crisis    5. Executions – chaplains play a significant role in the execution process. A chaplain stays with the condemned offender on the day of execution until he is pronounced dead.    6. Hospice – chaplaincy finds a compassionate way to assist offenders who are dying and helps the offender grieve and cope with end-of-life issues    7. InnerChange Freedom Initiative – a voluntary, faith-based, pre-release program conducted at the Carl Vance Unit in a partnership between the State of Texas and the Prison Fellowship Ministries. It consists of three phases and accommodates minimum custody males who will parole to the Houston area and are within 18–30 months of release    8. Education – chaplaincy works closely with the Windham School district to provide educational programs    9. Treatment – religious views are at the core of most substance abuse programs; the chaplaincy provides another perspective to offenders that can positively change their attitudes and behaviors 8. Youthful Offender Program (YOP)    1. Texas Juvenile Justice Department (TJJD) can transfer youthful offenders to the Texas Department of Criminal Justice (TDCJ) prior to reaching age 18. If a child is a repeat offender, the transfer is mandatory    2. A juvenile can be tried as an adult if       1. The child is 14 years of age and committed          1. A capital felony offense or          2. An aggravated controlled substance felony offense or          3. A 1st degree felony, and          4. No adjudication hearing was conducted concerning the offense       2. If the child was 15 years of age and committed          1. A second or third-degree felony or          2. A state jail felony, and          3. No adjudication hearing was conducted concerning the offense    3. Goals       1. Teach self-discipline by providing clear consequences for behavior       2. Replace gang principles with community-accepted values       3. Provide staff and community members to act as role models       4. Teach problem-solving skills       5. Reinforce pro-social skills 9. Windham School District (WSD)    1. The largest “dropout” recovery program in Texas    2. Offers basic education for adult offenders with less than a 6th grade education    3. Offers general education development (GED) exam preparation for offenders with more than a 6th grade education    4. Has programs that improve the behavior among offenders, reduce the cost of incarceration, and increase employment opportunities for offenders    5. Educational achievement is associated with       1. Higher post-release employment and wages       2. Lower recidivism rates    6. A Typical WSD student       1. Dropped out of school in the 9th or 10th grade       2. Functions at the 5th or 6th grade level       3. Has an IQ of 85       4. Is 35 years of age or less, on average       5. Has a history of academic failure       6. Has a defensive or negative attitude       7. Has low self-esteem and little confidence    7. Goals       1. Reduce recidivism       2. Reduce the cost of incarceration       3. Increase the success of offenders obtaining and maintaining employment       4. Provide an incentive for offenders to behave positively       5. Help offenders to become productive, responsible members of the community    8. Continuing Education – through partnerships with universities and community colleges for academic and vocational classes    9. Literacy I-Reading – for offenders who read at or below a 3rd grade level; focuses on reading and language arts    10. Title I program – for offenders who are 21 years of age or younger and are enrolled in literacy class; the program supplements the literacy class with additional instruction with classes that are six hours a day    11. English as Second Language (ESL) – offenders who are not proficient in English receive instruction in oral language and beginning reading and writing    12. Cognitive Intervention        1. Improves behavior before and after an offender’s release        2. Targets offenders who have poor institutional adjustment        3. Addresses the thinking patterns that result in criminal behavior        4. Develops personal accountability, anger management, impulse control, noncriminal thinking, goal-setting, and positive attitudes and beliefs        5. A 60-day program        6. Significantly reduces the number of disciplinary cases for offenders who complete the program    13. CHANGES program – Offenders must be within 2 years of release; the curriculum includes        1. Family relationships and parenting        2. Civic and legal responsibilities        3. Victim sensitivity        4. Health maintenance        5. Employability        6. Money management    14. Career and Technical Education (CTE)        1. Training is offered in 34 areas        2. Training is six hours a day, five days a week, 600 hours a year        3. Classes are about entry-level industry standards with the opportunity to obtain industry certifications        4. Offenders are trained for post-release employment or for work in Texas Correctional Industries    15. Other vocational programs – periodically, WSD offers short courses (200 hours or less) that prepare offenders for specific prison jobs    16. Apprenticeship programs – registered with US Department of Labor, offered in 32 craft/trade areas, and last from 1–6 years 10. Sex Offender Treatment Program (SOTP) and Sex Offender Education Program (SOEP)     1. Offenders        1. Must be within 24 months of release        2. Are provided with specialized education, counseling, psychological evaluations, and assessment of re-offense risk     2. Both programs are based on the cognitive-behavioral model and share the same objectives:        1. Provide highly structured and focused treatment plans        2. Encourage offenders to accept responsibility for their behavior        3. Record progress or lack thereof and adjust treatment as needed           1. As an offender progresses, a summary of his or her rehabilitation is sent to the parole office        4. SOTP is for offenders with medium to high risk of re-offense and lasts for 18 months        5. SOEP is for low risk offenders and lasts for only 4 months     3. Serious and Violent Offender Reentry Initiative        1. Goal is to reduce the recidivism of administrative segregation offenders        2. Provides           1. Pre-release, in-cell programming              1. 6-month cognitive-based program provided and              2. 12-months continuum of care from Parole Division           2. Transitional services           3. Post-release supervision        3. A partnership between the Parole Division, TDCJ, and the Board of Pardons and Parole        4. Designed to help offenders who have been housed in administrative segregation to reintegrate back into the community after release 11. Work and Training Programs     1. Senate Bill 338 in 1963 authorized the Texas Department of Corrections to sell prison-made goods to state and local agencies known as Texas Correctional Industries (TCI)     2. Goals        1. Provide marketable job skills to offenders to reduce recidivism        2. Provide job skill training        3. Provide documentation of work history        4. Provide access to the resources from Project Rio and Texas Workforce Commission        5. Reduce department costs by providing products and services for sale to state and local agencies     3. On-the-job training – job training conducted in a real work environment     4. Apprenticeship training – long-term training conducted during an offender’s off-work hours; consists of lab and classroom hours for classes that may last up to four years     5. Vocational Training – conducted by WSD or a community college, consists of 600 hours during a 6-month period     6. Short Courses – 50 to 100 hours, follow a set curriculum and award an offender a certificate of completion     7. Diversified Career Preparation (DCP) – a 6-month class that covers a variety of topics (2 hours a day in the classroom and 6 hours at the job assignment)     8. Manufacturing and Logistics – has 22 apprenticeship programs as well as DCP programs; must complete the OJT program to participate     9. Prison Industries Enhancement Certification Program (PIE) – offenders work in one of the many PIE programs and are paid at significantly reduced rates     10. Offender receives 20 percent (only 10 percent if he or she has court ordered child support)     11. 20 percent goes to the offender’s legal dependents     12. 5 percent goes to the Victim’s Compensation Fund     13. 10 percent goes to restitution (if restitution is court ordered)     14. Federal taxes are paid     15. The remainder goes to room and board 12. Transportation and Supply – offenders are drivers that deliver materials and goods throughout the agency, which provides valuable work experience and provides low-cost deliveries 13. Agribusiness – offenders produce goods and provide services that reduce the cost of operating TDCJ     1. Field Crops – surpluses of items such as corn, milo, hay, and cotton are sold     2. Edible Crops – fruits and vegetables are consumed by the offenders and the employees, and the surplus is distributed to area food banks     3. Poultry – eggs are consumed within the food service department     4. Swine – kitchen waste is fed to the pigs to reduce disposal fees and produce quality pork products     5. Beef/Cattle – raise and sell calves to purchase beef products     6. Horses – used in the tracking dog program, security support, and livestock production     7. Dogs – track escaped offenders or help law enforcement agencies     8. Farm Shops – take care of the mechanical needs of agribusiness and vehicles for the motor pool     9. Pest Control –operated by offenders who are supervised by licensed pest control personnel     10. Canning Plant – can vegetables grown as edible crop production     11. Meat Packing Plant – process pork for consumption     12. Beef Plant – process raw beef into food products for the offenders     13. Special projects – include food banks, gleaning programs, and brush clearing to benefit local communities or the state     14. Support – operate feed mills, farm offices, cotton gins, combine crews, etc. to support all agribusiness operations 14. Food Services – offenders must complete OJT and skilled job training; includes positions such as baker, butcher, and kitchen help 15. Laundry Service – offenders must complete a short course about laundry management and then maintain the cleanliness of all the offenders’ uniforms and the officers’ clothing 16. Asbestos Abatement Group – offenders remove asbestos from TDCJ facilities and other state buildings after completing a 40-hour course and completing OJT   VI. Public Relations  A. Plays a significant role in the successful operation of TDCJ facilities  B. The management function that evaluates the public’s attitudes  C. Identifies the policies and procedures of an agency with public interest  D. Plans and executes programs of action to earn public understanding  and acceptance  E. Remembers that community support is imperative to the success of the offenders after release  F. Notifies the community and the areas surrounding TDCJ units of emergencies | | |  | |   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | Public Hearing. Divide the student into groups. Have each group research the impact a TDCJ unit would have on their city of residence. Have the groups present an affirmative plan discussing why the local community would benefit from having a TDCJ unit within the boundaries. The groups may need to look at current cities with TDCJ units for guidance. Use the Presentation Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 1. Victim Impact Statements (VIS). Have the students imagine they are victims and complete a TDCJ Victim Impact Statement Packet. Use the Individual Work Rubric for assessment (*Note:* Select one of the VIS’s for use in the Parole Interview). 2. Parole Interview. Divide the students into small groups. Each group will act as a parole panel. Select one student to play the role of the offender. Have the students review the sample Grand Jury Indictment, the selected Victim Impact Statement, and all the included documents related to the offender who is eligible for parole (*Note:* add the case details to the offender’s file as needed). After the review of the documents, have the offender create a “parole plan” that details his or her plans for employment, education, living arrangements, treatment, etc., and have the parole panel determine what questions are important to ask this offender regarding his or her return to the community. Have the panel consider if there are any areas of concern and what information should determine whether to release the offender.   The parole panels’ questions should address   * + History of the case   + Prisoner’s discipline and work history   + Prisoner’s medical history   + Prisoner’s mental issues   + Prisoner’s educational program participation   The offender should also be questioned about   * Why he or she is ready for parole * What preparation he or she has made for release * Whether he or she has completed any rehabilitation * Whether he or she is sorry for the crime * Any other questions the parole panel feels are relevant to the offender’s success if released   Have the parole panel decide to grant or deny parole. Use the Group Evaluation Rubric, the Peer Evaluation Rubric, and the Role Play Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Students will review the TDCJ website and locate the offender orientation handbook. Have them review the guidelines that an offender must follow. Use the Individual Work Rubric for assessment. |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Daily Operations of Correctional Facilities Exam and Key * Discussion Rubric * Group Evaluation Rubric * Individual Work Rubric * Peer Evaluation Rubric * Presentation Rubric * Role Play Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  **Accommodations for Learning Differences:**  For reinforcement, students will review the TDCJ website and locate the offender orientation handbook. Have them review the guidelines that an offender must follow. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | Texas Department of Criminal Justice (TDCJ)  Orientation Offender Handbook <http://www.tdcj.state.tx.us/documents/Offender_Orientation_Handbook_English.pdf>  Pre-Service Training Manual  Victim Impact Statement Packet <http://www.tdcj.state.tx.us/documents/Victim_Impact_Statement_Packet_English.pdf>  020547893X, *Criminal Justice*, James A. Fagin, Pearson Education, 2006. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Cross-Disciplinary Standards  II. Foundational Skills  E. Technology   * + 1. Use technology to gather information.     2. Use technology to organize, manage, and analyze information.   3.Use technology to communicate and display findings in a clear and coherent manner.  4. Use technology appropriately |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, students will research statistics on recidivism rates of those offenders who complete the educational or vocational programs offered though TDCJ. Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SKillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)