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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 & Security |
| **Course Name** | Correctional Services |
| **Lesson/Unit Title** | Correctional Policy |
| **TEKS Student Expectations** | **130.333. (c) Knowledge and Skills**  (10) The student analyzes hostile situations and executes conflict management strategies to take charge of problems that arise in correctional settings.  (A) The student is expected to review security post procedures in a correctional facility  (B) The student is expected to explain the importance of a perimeter security system  (D) The student is expected to complete steps involved in pre-event planning to respond to crisis situations  (11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities.  (A) The student is expected to demonstrate knowledge of policies and procedures for inmate supervision and discipline  (B) The student is expected to demonstrate protocol designed to restrain individuals placed into custody without violating personal rights or jeopardizing personal safety  (C) The student is expected to develop emergency plans and procedures for correctional facilities |
| **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:   * List the proper protocol for maintaining security and dealing with security breaches in a prison * Identify areas that should be inspected * Demonstrate how to properly search these areas * Develop a prison policy they would use in their own prison * Critique other students’ prison policies * Apply concepts learned in this lesson to a prison hostage situation |
| **Rationale** | Every correctional unit has protocols and policies in place to maintain the security of the facility and handle emergency situations. It is important for correctional officers to know these things for their safety and the safety of the other officers and inmates. |
| **Duration of Lesson** | 1-2 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Security and Control computer-based presentation * Small items that can be used as contraband * A room that can be simulated as a jail cell |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Imagine you are a warden at a prison. Write a policy that mandates security protocol at your prison. Threats to any prison for you to consider include: items smuggled in and out of the facility, hostage situations, inmates attempting to escape and knowing when one already has escaped, routine things that can be done to prevent security breaches.  Everyone will share his or her policy with the class. We will take what the class agrees are strong points from each policy and combine them into one class policy. We will then see how this policy compares to a real prison’s policy. Use the Presentation Rubric and the Writing Rubric for assessment. |
| **Direct Instruction \*** | 1. External Controls are the correctional facility’s physical features that make up its perimeter and support structures.    1. Hallways    2. Dining    3. Housing    4. Kitchen    5. Work    6. Recreation    7. Visiting (contact and non-contact)    8. Locking mechanisms    9. Pipe chases    10. Fire exits    11. Facility tools and equipment    12. Tower gates    13. Fences    14. Walls    15. Lights    16. Detections systems    17. Catwalks/run-arounds 2. Inspections Help Prevent    1. Hazards       1. Health       2. Fire       3. Safety    2. Assaults    3. Contraband concealment    4. Disturbances    5. Escapes    6. Security breaches    7. Facility Alterations 3. Pedestrian and Vehicular Traffic    1. May only enter and leave at designated points    2. Should be located close to each other    3. Gates separate public access portions of the administration    4. All visitors and employees must       1. Pass through a main or pedestrian entrance or gatehouse       2. Be properly identified       3. Be processed into the secure portion of the facility 4. Hostage Policy    1. No hostage has any authority    2. No inmate will be released while holding someone hostage (i.e., visitor, employee, or another inmate)    3. Be a casual observer    4. Tunnels penetrating the perimeter are concerns       1. Secure them with grills       2. Use closed-circuit TV       3. Use motion detectors       4. Drain pipes must have a small diameter 5. Lighting    1. Light the perimeter    2. Place interior lights to eliminate blind spots in the shadow of buildings    3. Use high intensity, high mast lighting    4. Provides lighting level and coverage    5. Safer for staff    6. Reduces inmates’ ability to move at night 6. Outside-Assisted Escape Attempts    1. Watch for their predictable form       1. A visitor brings in a          1. Weapon          2. Disguise          3. Other form of contraband    2. Be aware of situations outside the perimeter       1. Helicopter       2. Firing at towers 7. Internal Controls    1. Staff must account for the inmates    2. Follow       1. Inmate discipline procedure       2. Security manual       3. Emergency procedures    3. Perform       1. Security inspections       2. Inmate counts    4. Control       1. Weapons/chemical agents       2. Keys and tools    5. Attend yearly training    6. Keep supervisors visible to help a facility stay well-managed 8. Design Issues    1. Central Control       1. Lies outside of the secure perimeter       2. Lies away from direct inmate activity       3. Is the most secure location       4. Is completely invulnerable to inmate attack       5. Is the center of all communication       6. Is staffed 24 hours a day       7. Takes inmate counts       8. Issues and inventories keys       9. Coordinates internal and perimeter security networks       10. Monitors           1. Key traffic points           2. Fire alarms           3. Public address           4. Smoke and thermal detection           5. Radios and computers           6. Wall way and perimeter lighting           7. Other mechanical and electrical systems 9. Internal Movement    1. Control can be facilitated by       1. Cutoff fences          1. In the yard          2. At the ends of blind courtyards between buildings       2. Checkpoints          1. Staff stop inmates, search them, and check passes          2. Staff use fixed metal detection equipment       3. Closed-circuit cameras 10. Entrances monitor and control inmate traffic using     1. Mirrors     2. Closed-Circuit Television     3. Location     4. External physical features that greatly affect the internal ones:        1. Windows        2. Doors        3. Stairwells        4. Elevators 11. Inmate Accountability     1. Involves        1. Movement control        2. Pass systems        3. Census checks        4. Record systems     2. Requires        1. A count each shift        2. Before and after typical working hours usually        3. After ANY mass movement        4. At bedtime        5. During the night (two or more)     3. Each inmate must be seen 12. Outcounts     1. Inmates must        1. Assemble in a general area        2. Be out when a count is done     2. Staff must        1. Submit inmate’s names and numbers to their immediate supervisors        2. Call control center with numbers     3. Count officer must        1. Sign the count sheet        2. Know where every officer is always 13. Inmate Movement     1. Staff        1. Verify           1. The inmate’s description as they board the vehicle           2. The count onboard each time the vehicle stops or starts        2. Use restraints           1. May vary based on inmate’s classification        3. Use a combination of pass systems 14. Tools     1. Control        1. Tools must be accounted for always        2. Every item is considered contraband        3. Need a tool control officer        4. Inventory is checked daily        5. Tools are classified as           1. Class A tools (Extremely Dangerous)           2. Class B tools (Hazardous)           3. Class C tools (Non-Hazardous)     2. Storage        1. Shadow boards        2. Each tool has an identifying mark        3. Receipt for each tool an inmate is using        4. Special concerns           1. Class A tools must be locked in a secure room           2. Bolt cutters must be stored in the control room 15. Food Service Items     1. Do not use any food with alcoholic base     2. Store yeast, nutmeg, and sugar securely     3. Keep mace in a locked area or do not use     4. Keep Class A items locked on a shadow board in the room of use 16. Hospital Items     1. Consider and store surgical tools as Class A     2. Keep bulk items in a vault     3. Available for emergencies only 17. Searches and Contraband     1. Searches:        1. Frequent unannounced        2. Search           1. Inmates           2. Inmate property           3. Inmate quarters           4. Other areas of the facility        3. Help detect and prevent           1. Introduction of contraband           2. Missing or stolen property           3. Escapes and other disturbances     2. Contraband        1. Can be sold or traded        2. Used for           1. Aiding escape attempts           2. Destroying property           3. Endangering human life        3. Possessing it is against the institution’s rules     3. Requirements        1. The facility needs to have a written policy regarding searches of facilities and inmates and contraband issues.        2. Staff should be well trained in search procedures. 18. Inmate Searches     1. Officers during pat downs        1. Require inmates to           1. Remove hats           2. Unbutton coats or jackets           3. Empty all personal articles from pockets        2. Work from behind        3. Follow these steps           1. Run hands under the inmate’s shirt collar           2. Then down the upper part of each arm to the wrists           3. Along the undersides of arms to the armpits           4. Down from the shirt front to the belt           5. Run thumbs around the inside of the belt from front to back           6. Run hands down the front of legs to shoe tops           7. Then up the backside of legs           8. Sweep hands down the back from the shirt collar to the waist        4. Examine all the subject’s articles        5. Avoid using unnecessary force 19. Body Searches     1. Officer duties        1. Stand behind the inmate        2. Tell the inmate to           1. Remove all clothing, dentures, and prostheses           2. Move away from items removed        3. Search the clothing        4. Visually inspect the inmate’s entire body for contraband        5. Ask inmate to open the mouth then look inside        6. Lift arms to expose armpits        7. Lift each foot and expose the soles of the feet and toes        8. Spread the buttocks to ensure nothing has been concealed in the crotch or rectum           1. Only inspect body cavities with reasonable belief the inmate is carrying contraband     2. Perform only in a private area 20. Housing Unit Searches     1. Do without warning     2. Conduct with two officers     3. Search before being occupied by new inmates     4. Be careful of needles     5. Obvious hiding places:        1. Holes and cracks in wall, floor, and ceiling        2. Lighting and wall fixtures        3. Washbowl, toilet, and plumbing stacks        4. Shelves, drawers, and medicine cabinets and their contents        5. Bedclothes, pillows, mattresses, and blankets        6. Books, magazines, and newspapers        7. Hollow legs of beds and other metal furniture        8. Window bars, window frames, and overhead ventilators        9. Sliding doors and grooves 21. Vehicle Searches     1. Search all vehicles and machinery when entering or leaving     2. Inspect all the passenger compartments     3. Use mirrors to inspect the undercarriage     4. Search the contents of commercial vehicles 22. Visitation Searches     1. Search of visitors before entering     2. Use metal detectors     3. Search all packages 23. Emergency Keys     1. Allows staff to rapidly access every part of the facility to respond to a riot, fire, or other crisis situation     2. Appearance should have the same wear as other keys 24. Restricted Keys     1. Laundry and clothing issue areas     2. Business office     3. Personnel office     4. The Commissary     5. Warehouses     6. Administration offices     7. Armory     8. Control center 25. Key Handling     1. Do not leave keys in the lock     2. Never take entrance keys inside the facility     3. Never allow inmates contact with armory keys EVER     4. Never allow the grand master key in open circulation inside the institution 26. Security Inspections     1. Search all physical security features at pre-identified zones by a specific staff member     2. Check for compromised windows, bars, locks, manhole covers, and other security features     3. Follow maintenance procedures that confirm locks, windows, doors, and other devices are fully operational     4. Document all of this 27. Communications     1. Effective communication is key for officers to function     2. The equipment used for communication:        1. Radios        2. Tower intercoms        3. Personal body alarms        4. Closed-circuit television 28. Handling High Security Inmates     1. Held in special housing units     2. Use extra staff when the inmate is out of the cell     3. Tower officers must know who they are 29. Special Supervision Units     1. These areas confine inmates who        1. Have demonstrated that they are extremely dangerous, predatory, or violent        2. Cannot be held successfully or safely in the general population of any regular institution.     2. Examples        1. Protective custody units        2. Witness security units        3. Death Row 30. Summary     1. Every correctional unit has protocols and policies put in place to maintain the security of the facility and handle emergency situations.     2. It is important for a correctional officer to know these things for their safety and the safety of the other officers and inmates. |
| **Guided Practice \*** | Practice Cell Search and Inmate Search- Students will pair up and practice an inmate search with contraband that has been hidden on an inmate. Students will practice a mock cell search for contraband. Use the Role Play Rubric for assessment. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Hostage Activity- 10 inmates take 5 guards and 10 employees hostage at a local correctional facility. They are requesting that you have an armored truck with a full tank of gas waiting outside in the yard for them to escape and that you have a jet waiting at the local airport ready to take them to Mexico, so they can escape.  What would you do in this situation? Write your response on a piece of paper and turn it in. Use the Writing Rubric for assessment.  **Accommodations for Learning Differences**  For reinforcement, students explain why it would be dangerous not to have these rules and policies in place. Use the Writing Rubric for assessment.  For enrichment, students design a prison with the policy the class put together in the engagement section and what has been learned since then in mind. Use the Individual Work Rubric for assessment. |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Security and Control Quiz and Key * Individual Work Rubric * Presentation Rubric * Role Play Rubric * Writing Rubric |
| **References/Resources/**  **Teacher Preparation** | * Correctional Officer Resource Guide (3rd edition), American Correctional Association |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | 9999 |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Cross-disciplinary Standards  I. Key Cognitive Skills  A. Intellectual curiosity  2. Accept constructive criticism and revise personal views when valid evidence warrants.  B. Problem solving   * 1. Analyze a situation to identify a problem to be solved.   2. Develop and apply multiple strategies to solve a problem.  1. Work habits    1. Work independently.   2. Work collaboratively. |
| **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) |  |
| **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)