



2d EDITION

# JAIL INSPECTION BASICS

## Supervisors Guide



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## Supervisors Guide



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## FOREWORD

The role of the jail inspector reflects the complexity of today's jails. Assessing compliance with standards is only part of that role. The inspector must also be prepared to serve as communicator, facilitator, and consultant—in other words, must be able to help a jail identify and solve its problems. It is a challenging role for a new inspector, even one who brings to the position technical expertise and experience in the field of corrections.

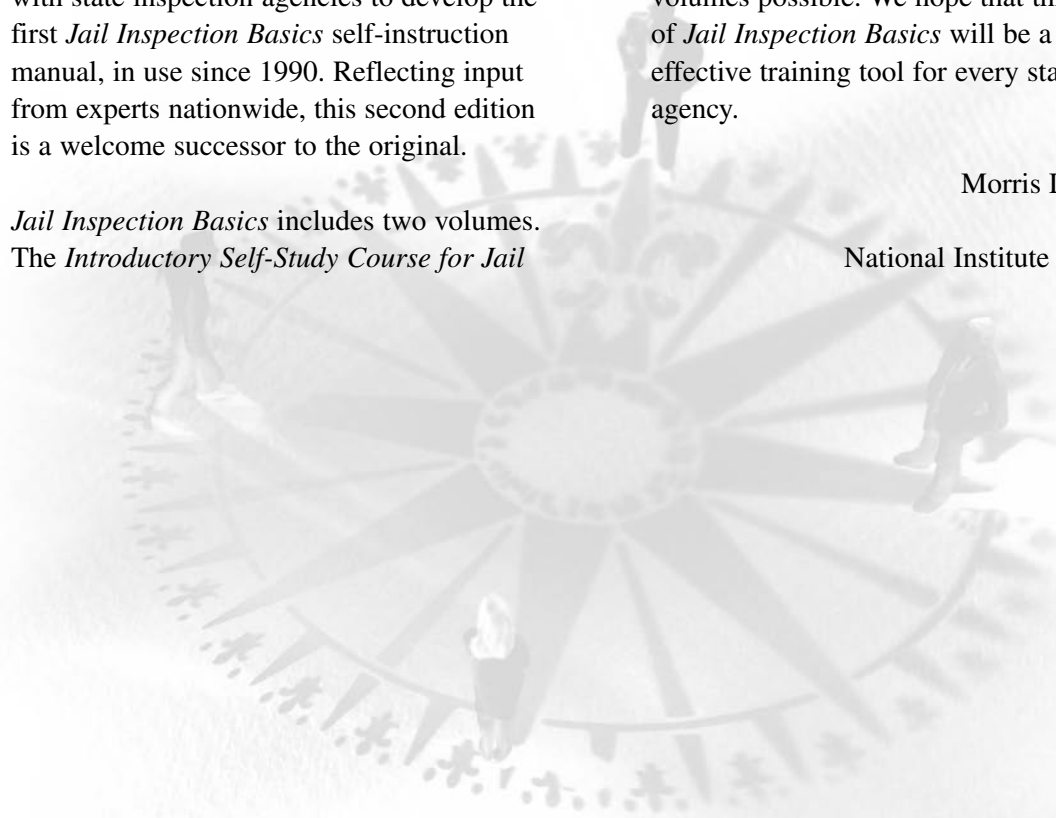
Although the number of new jail inspectors each year is relatively small, the need for effective training is clear. In response to that need, the National Institute of Corrections (NIC) worked with state inspection agencies to develop the first *Jail Inspection Basics* self-instruction manual, in use since 1990. Reflecting input from experts nationwide, this second edition is a welcome successor to the original.

*Jail Inspection Basics* includes two volumes. The *Introductory Self-Study Course for Jail*

*Inspectors* covers a variety of topics that provide a frame of reference for the inspector's wider role and responsibilities. Inspectors can move through the manual at their own pace, answering questions at the end of each section to check their progress. To personalize the training, inspectors are encouraged to discuss each chapter with their supervisor. The *Supervisors Guide* prepares supervisors for these conversations by providing questions and answers keyed to the manual and a list of discussion topics for each chapter.

NIC thanks author Thomas A. Rosazza and the many others whose contributions made these volumes possible. We hope that this new edition of *Jail Inspection Basics* will be a practical and effective training tool for every state inspection agency.

Morris L. Thigpen, Sr.  
Director  
National Institute of Corrections

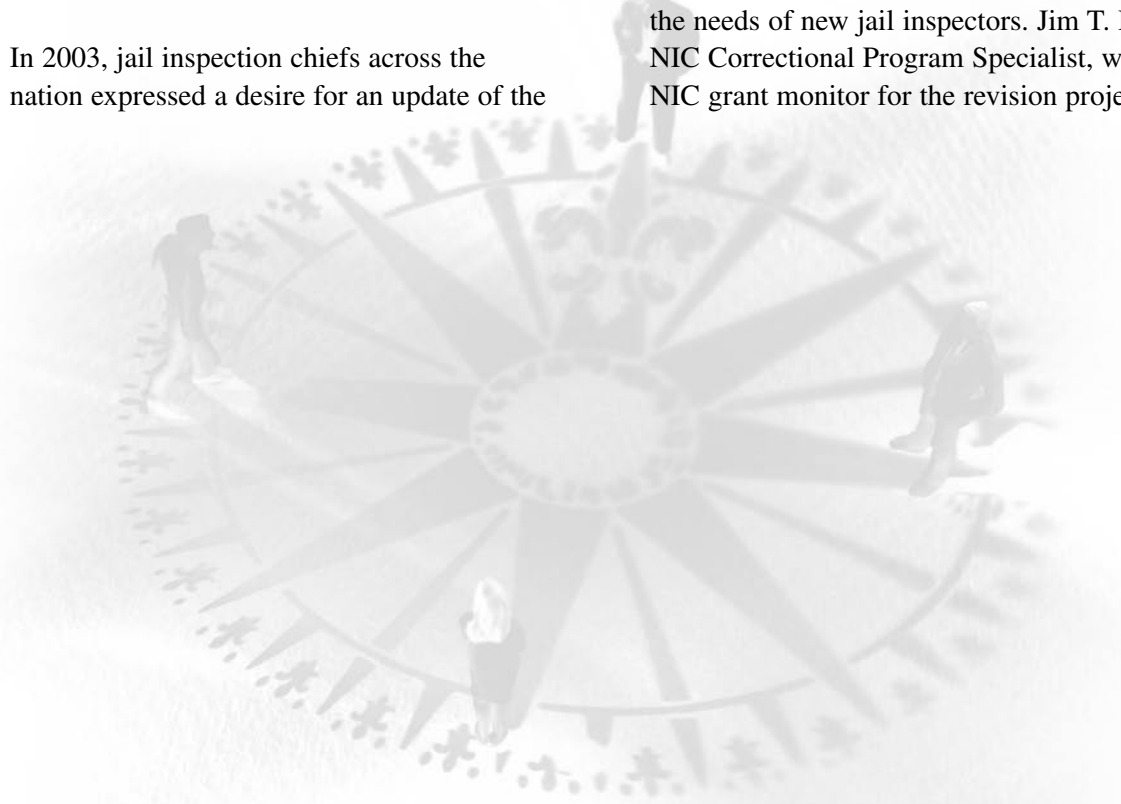


## PREFACE

In response to a need for jail inspector training, the National Institute of Corrections (NIC) sponsored a meeting in Boulder, Colorado, in 1988. The meeting was attended by several administrators of state jail inspection agencies, who articulated training needs and helped NIC develop strategies to meet those needs. One major area of need that surfaced was training for new jail inspectors. Because the number of new inspectors each year is relatively small, NIC could not offer them formal training. The administrators recommended development of a programmed instruction training manual. Two years later, *Jail Inspection Basics* became available. This manual has served at least part of the training needs of new inspectors since 1990.

In 2003, jail inspection chiefs across the nation expressed a desire for an update of the

original manual. A committee of inspection administrators reviewed the *Jail Inspection Basics* text and recommended that NIC fund a revision. In 2005, NIC granted the New York State Commission of Correction funds to oversee the revision process. Donald R. Nadler, Deputy Director of Operations, was the project manager, and Thomas A. Rosazza, author of the original manual, was selected to write the revision. Mr. Nadler reviewed the revised text, as did Audrey Bakke, Field Representative, Facilities Standards and Operations Division, California Board of Corrections. Jail inspection chiefs reviewed revisions as the process moved along; their active involvement ensures that the updated manual realistically addresses the needs of new jail inspectors. Jim T. Barbee, NIC Correctional Program Specialist, was the NIC grant monitor for the revision project.



# INTRODUCTION

## Purpose and Uses of the Supervisors Guide

This supervisors guide is an abbreviated companion to *Jail Inspection Basics: An Introductory Self-Study Course for Jail Inspectors*. The guide is designed to facilitate interaction between the supervisor and the new inspector about the topics in the self-study manual. The new inspector will require the supervisor's assistance to gain maximum benefit from the *Jail Inspection Basics* training.

The self-study manual is not intended to be the last word in jail inspection. To make the training realistic, the supervisor must make it "come alive" by mentoring the new inspector. The supervisors guide will assist toward this end.

One limitation of the *Jail Inspection Basics* manual is that its structure allows only limited learning outcomes. The student responds to specific questions (identify, list, define, etc.). This guide will facilitate the supervisor's involvement in the learning process, allowing the supervisor to ask the student questions or discuss the peculiarities of a particular state. In addition, the new inspector will have an opportunity to share in the supervisor's experience. As a result of this interaction, the new inspector will be better able to explain, differentiate, and distinguish, thus achieving a higher level of understanding about the jail inspector's role and responsibilities.

**Please note:** Your supervisors guide contains the "bare bones" of the self-study manual and assumes that you are a content expert. If you

have questions about the content, please refer to the material in the manual.

## Structure of the Supervisors Guide

The supervisors guide has seven chapters, which correspond to the chapters in the manual. The guide's chapters are in the following format:

- Chapter Overview
- Performance Objectives and Related Questions/Answers
- Bibliography (chapters 1, 4, 5, 6, and 7 only)
- Discussion Topics

The chapter overview, which matches the text in the manual, outlines the material covered in the chapter. The performance objectives and questions/answers correspond to the sections in the manual, but the material is structured a little differently. In the guide, the objective for each section is followed by the related questions, and each question incorporates the answer in boldface italic type. (In the manual, answers are presented in a separate key at the end of each chapter.)

The most important part of the supervisors guide is the discussion topics at the end of each chapter. These topics are designed to help you focus the new inspector's learning on the particular needs of your agency and state. A good



approach is to discuss each chapter as soon as the new inspector has completed it in the manual. The guide's discussion topics are not all-inclusive, and you should feel free to add others from your experience.

The bibliography, which also appears in the manual, includes the texts used to develop the *Jail Inspection Basics* training program, plus other materials that can be useful resources for the new inspector.

# CHAPTER 1

## Legal Issues



## CHAPTER 1: Legal Issues

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### Performance Objectives

After completing this chapter, the student will be able to:

1. Identify (a) several factors that led to the involvement of the courts in correctional matters, (b) the constitutional basis for prisoner suits and trends facing corrections today, and (c) basic inmate rights that are founded in case law. (See section 1–1.)
2. Identify the structure of state and federal courts and list their similarities and differences. (See section 1–2.)
3. Define the terms “case law,” “precedent,” and “jurisdiction” and their impact on correctional agencies. (See section 1–3.)
4. Identify the authority of the executive branch to develop law and the types of law it can create. (See section 1–4.)
5. Identify three types of liability and how each applies to correctional personnel. (See section 1–5.)
6. Identify the remedies a court may impose in a civil rights suit. (See section 1–6.)
7. Identify several elements of litigation and courtroom demeanor. (See section 1–7.)
8. Identify issues related to cross-gender supervision and sexual misconduct. (See section 1–8.)
9. Identify the role an inspector may play in helping counties develop plans of action to correct jail deficiencies and understand how such plans can reduce the potential for liability. (See section 1–9.)
10. Based on case studies, identify elements of potential liability for inspectors. (See section 1–10.)

# CHAPTER 1: Legal Issues

Since the mid-1960s, federal courts have intervened in correctional matters. Prior to that time, the courts' unofficial policy was "hands off"—for a number of reasons. One was the assumption that the courts had no expertise in security and control. Another was the belief that the security interests of a correctional facility took precedence over the individual's constitutional rights. Further, the separation of powers doctrine of the U.S. Constitution was interpreted to mean that the courts had no business in correctional matters.

With the advent of the civil rights movement in the early 1960s, the "hands off" policy fell by the wayside. Prisons and jails became subject to civil rights litigation as deplorable conditions and treatment of inmates came under closer scrutiny. The vehicle used to involve the federal courts was Title 42, Section 1983, of the Federal Civil Rights Act of 1871. Once the courts recognized this avenue for bringing suits, litigation proceeded in several areas. Inmates sued using the 1st, 6th, 8th, and 14th amendments to the Constitution. The result of this court intervention was the development of an extensive body of case law, which became the basis for the eventual development of state and national standards for prisons and jails.

Although civil rights suits remain prevalent in corrections today, the substantial body of case law serves to guide correctional administrators in their efforts to address civil rights issues. Knowledge in this area is central to the

inspector's ability to assist the correctional administrator in applying the law to daily facility operations.

This chapter examines the state and federal judicial structure, including the courts' jurisdiction in criminal and civil suits. The chapter also discusses the various types of law, with emphasis on the derivation of case law. Litigation and liability are also addressed, as are constitutional rights of inmates and staff.

## Section 1–1. Involvement of the Courts in Correctional Matters

### PERFORMANCE OBJECTIVE 1

Identify (a) several factors that led to the involvement of the courts in correctional matters, (b) the constitutional basis for prisoner suits and trends facing corrections today, and (c) basic inmate rights that are founded in case law.

## QA Review Questions and Answers

1. The courts had a hands-off policy prior to the 1960s because of a doctrine related to the three branches of government. The doctrine is called *the doctrine of separation of powers*.



2. The three branches in governmental structures of the United States are:
  - a. *Executive.*
  - b. *Judicial.*
  - c. *Legislative.*
3. In citing lack of judicial expertise, the courts were saying that *they lacked the expertise, knowledge, and skill to determine how correctional facilities should be managed.*
4. The issue of *institutional security and discipline* relates to the notions that intervention into correctional matters would threaten institutional security and that inmates should be disciplined for their crimes.
5. The idea that inmates should lose their rights because they were convicted of a crime refers to the notion that they were *slaves of the state.*
6. Two reasons for the intervention of the courts in corrections in the 1960s and 1970s were:
  - a. *Police cases arising from the civil rights movement.*
  - b. *The Attica riots, which exposed the conditions of prisons.*
7. Indicate which amendment to the U.S. Constitution each of the following descriptions refers to:
  - a. Cruel and unusual punishment (*8th*).
  - b. Access to the press (*1st*).
  - c. Due process (*6th*).
  - d. Equal protection (*14th*).
  - e. Freedom of religion (*1st*).
8. List 10 areas of jail administration and operations that have been affected by court decisions:
  - a. *Staffing.*
  - b. *Access to courts, media, printed matter, counsel, telephone, and libraries.*
  - c. *Practice of religion.*
  - d. *Visiting.*
  - e. *Medical care.*
  - f. *Recreation and exercise.*
  - g. *Food services.*
  - h. *Classification and segregation.*
  - i. *Discipline and due process.*
  - j. *Living conditions.*
9. Another title for the Anti Ku Klux Klan Act is *Title 42, Section 1983, of the Federal Civil Rights Act of 1871.*
10. The phrase “Any person, who under the color of law” refers to any governmental agent of state and local government. *True.* (Interestingly, though, Section 1983 applies ONLY to state and local governmental agents and NOT to federal agents.)
11. Section 1983 applies equally to state and federal laws and constitutions. *False.* (It



only applies to the Constitution and laws of the federal government.)

12. The term “plaintiff” refers to the *person or party bringing the suit* and the term “defendant” refers to the *one being sued*.
13. Since Section 1983 is a federal law, suits can only be brought in federal courts. **False.** (Section 1983 cases can be brought in both state and federal courts. Because federal courts are perceived to be more sensitive to inmates’ rights, plaintiffs usually sue in federal court.)
14. Section 1983 refers to the law that allows *inmates to initiate civil suits for alleged constitutional violations*.

## Section 1–2. Structure of State and Federal Courts

### PERFORMANCE OBJECTIVE 2

Identify the structure of state and federal courts and list their similarities and differences.

## QA Review Questions and Answers

15. The two court structures in every state are:
  - a. *State*.
  - b. *Federal*.
16. Federal crimes and suits alleging violations of federal laws are heard in which of the federal courts? **Federal district courts.**
17. The courts that hear civil and criminal cases are referred to as **trial courts**, and higher level courts that may review lower court decisions are known as **appellate courts**.
18. At the appellate level, cases are usually retried. **False.** (Cases are not tried at the appellate level. Appellate judges consider matters of law but do not rehear the case. They are most concerned with legal errors regarding admissibility of evidence, jury instructions, etc.)
19. The highest level of appeal in a case originating in a state court is the state’s supreme court. **False.** (A state case can be appealed to the U.S. Supreme Court.)
20. There are 13 federal district courts, which are, to some extent, evenly distributed across the nation according to population and geography. **False.** (There are 13 circuit courts and 94 districts. Circuit courts are appellate courts and district courts are trial courts.)
21. List five different types of state trial courts:
  - a. *Small claims*.
  - b. *Landlord/tenant*.
  - c. *Domestic relations*.
  - d. *Civil*.
  - e. *Criminal*.



### Section 1–3. Precedent, Case Law, and Jurisdiction: How the Judicial Branch Makes Law

#### PERFORMANCE OBJECTIVE 3

Define the terms “case law,” “precedent,” and “jurisdiction” and their impact on correctional agencies.

#### **QA** Review Questions and Answers

22. Precedent has the full force and effect of law within the jurisdiction of the issuing court. *True.*
23. Another term for precedent is *case law*.
24. Precedent is established when a judicial opinion is *written*.
25. How are law books or reporters used by lawyers?  
  
*Law books or reporters are used by lawyers to research case law either in preparing cases they are litigating or in developing the basis for an appeal.*
26. Precedent is often the basis from which correctional standards are developed. *True.*
27. Indicate true or false for the following statements about precedent:  
  
*All five statements are true.*
  - a. Precedent established by an appeals court can be reversed by a higher level court.
  - b. A higher level court can establish a new precedent after reviewing a case.

- c. Precedent in one federal circuit may differ from precedent in another federal circuit.
- d. If there are sufficient differences among federal circuits, the U.S. Supreme Court may decide to settle the issue and establish new precedent.
- e. All state and federal laws and standards must conform to precedent established by the United States Supreme Court.

### Section 1–4. How the Executive Branch Makes Law

#### PERFORMANCE OBJECTIVE 4

Identify the authority of the executive branch to develop law and the types of law it can create.

#### **QA** Review Questions and Answers

28. Laws made by the executive branch are most commonly referred to as *codes* and *regulations*.
29. Jail standards that have the effect of law are normally published as *administrative rules and regulations*.
30. If the legislature authorizes the executive branch to create law, it does so by *delegating* that authority.

## Section 1–5. When Legal Conflicts Arise: Types of Liability

### PERFORMANCE OBJECTIVE 5

Identify three types of liability and how each applies to correctional personnel.

## QA Review Questions and Answers

31. Identify the following descriptions as official, personal, or administrative (vicarious) liability:
- A person is found liable as an individual: *Personal*.
  - A person is found liable as an agent of government: *Official*.
  - A person is found liable because of the acts of employees: *Administrative (vicarious)*.

## Section 1–6. Proof and Remedies in a Civil Rights Suit

### PERFORMANCE OBJECTIVE 6

Identify the remedies a court may impose in a civil rights suit.

## QA Review Questions and Answers

32. Identify the following damages as compensatory, nominal, or punitive:
- The court acknowledges that there was wrongdoing and penalizes the defendant for willful violation of the plaintiff's rights: *Punitive*.

- The plaintiff is awarded money for the actual loss suffered: *Compensatory*.
- The plaintiff has no substantial loss but is awarded a trifling sum: *Nominal*.

33. When the court orders that the jail cease operating in a certain manner, that order is called *an injunction*.

## Section 1–7. The Litigation Process

### PERFORMANCE OBJECTIVE 7

Identify several elements of litigation and courtroom demeanor.

## QA Review Questions and Answers

34. The process of *litigation* includes all of the elements to pursue or defend a lawsuit.
35. Arrange the following steps in the litigation process in the order they usually occur: *c, f, a, e, b, g, d*.
- Pretrial proceedings.
  - Decision.
  - Plaintiff's complaint.
  - Enforcement of the judgment.
  - Trial.
  - Defendant's response.
  - Judgment.
36. Generally, the attorney general's office will defend a jail inspector in a civil suit if he acts within the *scope of the inspector's*



**authority** and without **malice, fraud, or corruption**.

37. Indicate which of the following statements about the discovery process are true:

**All four statements are true.**

- a. It encourages settlement of disputes out of court.
- b. It discourages surprises when a case goes to trial.
- c. It opens each side's case to the other.
- d. It relates to the backlog of cases in courts and promotes the efficient use of court time.

38. Indicate which part of the discovery process (interrogatories, document production, or deposition) each of the following statements describes:

- a. In this question-and-answer session, the witness is under oath: **Deposition**.
- b. A witness can be discredited at trial if his or her answers are different from those given at this discovery phase: **Deposition**.
- c. In this discovery phase, the jail inspector may be required to submit inspection reports: **Document production**.
- d. This phase involves written answers to written questions from the other side in a lawsuit: **Interrogatories**.

39. If a jail inspector is sued, the litigation process is likely to proceed swiftly and the inspector should expect to be in continual contact with the attorney. **False**. (The

litigation process is almost always lengthy. If the attorney's caseload is large or if there are delays in litigation, the inspector may not hear from the attorney for long periods of time.)

40. When testifying in court, you should be sure to provide all the information you think is important to the case. **False**. (Answer only the questions the attorneys ask you.)

## Section 1–8. The Inspector as an Advisor: Two Gender-Related Issues

### PERFORMANCE OBJECTIVE 8

Identify issues related to cross-gender supervision and sexual misconduct.

## QA Review Questions and Answers

- 41. The term “cross-gender supervision” refers to **female staff supervising male inmates and male staff supervising female inmates**.
- 42. Cross-gender supervision is supported by Title VII of the Civil Rights Act of 1964. It is enforced through the **Equal Employment Opportunity Commission (EEOC)**.
- 43. Since cross-gender supervision is supported by law, it is something that the corrections profession has openly accepted and encouraged. **False**. (Cross-gender supervision is an emotional issue and has not been universally greeted with open arms. Inmates have sued over privacy issues. Male officers have sued over issues related to their personal safety, on the assumption that women would not be able to support them in the event of a disturbance. Women have sued for equal employment opportunities and chances of

advancement afforded by being able to work in all areas of the jail.)

44. To successfully implement cross-gender supervision, management must address the issue through:

a. *Training.*

b. *Supervision.*

45. Sometimes sexual relations between staff and inmates are consensual and therefore of no concern to jail managers. *False.* (Most states have enacted laws criminalizing sexual relations between staff and inmates and recognizing that such relations cannot be consensual.)

## Section 1–9. The Inspector’s Role in Developing a Plan of Action Before Lawsuits Arise

### PERFORMANCE OBJECTIVE 9

Identify the role an inspector may play in helping counties develop plans of action to correct jail deficiencies and how such plans can reduce the potential for liability.

## QA Review Questions and Answers

46. An *acceptable beginning* means there is recognition and acknowledgment by the county that the jail has serious problems. Further, it shows that the county has a planned strategy to address the problems *before* a lawsuit is filed.
47. The notion of an acceptable beginning recognizes that solutions to jail problems cannot be corrected overnight. *True.*

48. The assertion of the acceptable beginning defense may give counties breathing space in addressing and solving jail problems. *True.*

49. The acceptable beginning defense allows the county to postpone addressing unsafe jail conditions. *False.* (Unsafe conditions should be addressed immediately.)

50. The three basic elements of a master plan or a plan of action are:

a. *A detailed list of violations.*

b. *Remedies to address each violation.*

c. *A realistic timetable for addressing each violation—with the most serious violations addressed first.*

51. A jail inspector can encourage a county to address jail deficiencies before a lawsuit is filed and can also assist in developing a plan of action. *True.*

## Section 1–10. Lawsuits Against Inspection Programs: Two Case Studies

### PERFORMANCE OBJECTIVE 10

Based on case studies, identify elements of potential liability for inspectors.

## QA Review Questions and Answers

52. Jail inspectors are subject to a Section 1983 suit because they operate or have authority under *the color of law.*
53. When an inspector fails in the duty to exercise authority firmly and fairly, this may become matter of potential liability. *True.*



54. In a ***consent decree***, the parties in a suit agree to certain conditions, and the agreement is filed in court.
55. List three requirements that resulted from the Florida jail inspection case:
- a. ***Inspect each jail twice per year.***
  - b. ***“Vigorously, promptly, effectively and thoroughly” enforce the jail standards by suing noncomplying counties.*** (Such action was to be taken within 7 days in situations that appeared “to pose a substantial and immediate danger to life, health or safety.”)
  - c. ***Upgrade standards regarding space, medical screening, sick call, comprehensive medical care, compliance with fire and health codes, and inmate classification.***
56. List four allegations in the Texas jail inspection suit:
- a. ***The inspection process was inadequate to detect and record violations of TJC standards.***
  - b. ***TJC did not adequately enforce its standards.***
  - c. ***TJC granted numerous variances to counties regarding fire safety, space for mentally ill inmates, outdoor exercise, and dayroom space.***
  - d. ***The jail standards themselves were vague and inadequate in areas such as construction, interior design and furnishings, safety, crowding, staffing and supervision, staff training, health care, and exercise.***

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## DISCUSSION TOPICS

1. Discuss any significant lawsuits in your state that have affected standards, methods of inspection, or compliance planning.
2. Discuss any cases in which your agency or staff have been sued.
  - Was it a Section 1983 suit or a state negligence claim (in which you were sued for not enforcing your standards)?
  - Discuss the discovery process and any involvement you had in the litigation.
  - Who represents your employees in litigation?
3. Discuss the structure of courts in your state, including trial and appellate courts.
  - Are there city as well as state courts?
  - How do they relate to each other?
4. Are there any legal precedents in your state that are reflected in state standards for jails? If so, how did they come about?
5. Has your state had any cases in which jail officials were found liable and damages were awarded?
  - What were the circumstances?
  - What types of damages were awarded—punitive, compensatory, and/or nominal?
  - Were any injunctions ordered?
6. Describe and discuss the administrative procedures act in your state.
7. Discuss how deficiencies with regard to jail standards are handled in your state.
  - What are the sanctions for noncompliance?
  - Does your agency have compliance monitoring authority?
  - Does your agency develop compliance plans or plans of action?
  - Is the jail required to respond to your agency if it is in noncompliance with standards?
8. Discuss any relevant statutes or case law affecting jail operations or inspection programs in your state. If so, how did they come about?





# CHAPTER 2

## Standards



## CHAPTER 2: Standards

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### Performance Objectives

After completing this chapter, the student will be able to:

1. Explain the basis of correctional standards in law. (See section 2–1.)
2. Define the terms “certification,” “accreditation,” “insurability,” and “risk management,” and explain how standards compliance relates to each. (See section 2–2.)
3. Identify the types of standards issued by state and national agencies and explain how they apply to jails. (See section 2–3.)
4. Distinguish between and define the following terms: “statute” and “administrative rules”; “mandatory standards” and “voluntary standards”; “waivers,” “variances,” and “grand-fathering”; and “minimum standards” and “constitutional minima.” (See section 2–4.)
5. Distinguish between standards that address physical plant, operational, and administrative issues and those that address life, health, safety, and constitutional issues. (See section 2–5.)
6. Describe similarities and differences between standards for lockups, jails, prisons, and community correctional facilities. (See section 2–6.)
7. Describe the role of the inspector in issuing interpretations, clarifications, and opinions. (See section 2–7.)

## CHAPTER 2: Standards

Since 1870, when the American Prison Association first promulgated standards, the corrections profession has evolved into a complex network of federal, state, and local systems. These systems include parole, probation, jails, community corrections, prisons, and adult and juvenile services. Further contributing to this complexity are emerging problems such as crowding in jails and prisons. Add to this the involvement of state and federal courts as well as the requirement to operate constitutional jails and prisons, and the picture becomes clear: Corrections is a dynamic system that is often under stress.

Chapter 1 discussed how the courts became involved in correctional matters during the mid-1960s, creating varied and sometimes conflicting case law. In light of the confusion that ensued, corrections professionals saw the need to develop credible standards, and several bodies of correctional standards emerged at both the state and national levels.

Chapter 2 takes an indepth look at correctional standards, including their basis in law and the purposes they serve. The chapter also describes the various types of standards the jail inspector will encounter, as well as the various methods states use to implement their standards programs.

### Section 2–1. Standards and Their Basis in Law

#### PERFORMANCE OBJECTIVE 1

Explain the basis of correctional standards in law.

### QA Review Questions and Answers

1. In deciding a lawsuit, a court will not take into consideration standards developed by professional organizations because these standards have no legal basis in law. **False.** (The court may consider such standards because the practices they require are an expression of professional practitioners.)

### Section 2–2. Standards Terminology

#### PERFORMANCE OBJECTIVE 2

Define the terms “certification,” “accreditation,” “insurability,” and “risk management,” and explain how standards compliance relates to each.

### QA Review Questions and Answers

2. **Certification** is a legal recognition of a jail’s compliance with state standards.



3. Which of the following actions may not result from a finding of noncompliance with state standards?
  - a. Imposition of fines.
  - b. Closure.
  - c. **Granting of certification.**
  - d. Compelling a county commissioner to correct deficiencies.
4. Accreditation is the process used in some states to recognize an agency's voluntary compliance with state standards. **False.** (Accreditation refers to recognition by a professional organization and is normally granted by that organization.)
5. The accreditation of hospitals and colleges provided a model for accreditation of correctional facilities. **True.**
6. Match the agency with the function:
  - a. Accredits jail and prison medical programs: **National Commission on Correctional Health Care.**
  - b. Accredits adult and juvenile correctional agencies: **Commission on Accreditation for Corrections.**
7. Accreditation may be an essential element in a consent decree and thus become a legal requirement enforceable through the courts. **True.**
8. Terms that describe an agency's attempt to prevent successful litigation are **risk management** and **liability prevention**.

9. Risk management is a notion that arises out of an insurance company's willingness to provide insurance for a correctional facility. **False.** (Term relates to actions taken by a jail to minimize staff liability.)
10. "Insurability" is a term related to a state's authority to grant certification. **False.** (Term relates to an insurance company's willingness to provide insurance to a correctional facility.)

## Section 2–3. Standards Defined

### PERFORMANCE OBJECTIVE 3

Identify the types of standards issued by state and national agencies and explain how they apply to jails.



### Review Questions and Answers

11. Correctional standards may refer to either physical plant or operational issues. **True.**
12. To be effective, correctional standards should be objective, measurable, specific, and directive. **True.**
13. Correctional standards are rarely a legal requirement. **False.** (Standards are often legal requirements, as they reflect constitutional issues addressed in case law. Further, the standards may be mandated by state law.)
14. Compliance with correctional standards is a means of demonstrating accountability to the public AND a means of measuring accomplishments. **True.**

15. Which of the following statements refer to prescriptive standards?

a. *Usually dictate the specifics or “how to” of that operation.*

b. Require a certain level of activity on the part of correctional personnel.

c. *May require a set ratio of inmates to sinks, toilets, or showers.*

d. May require certain documentable actions in a jail.

(Statements b and d refer to performance standards.)

16. Standards that are essential for the planning and design of a new facility are called *physical plant* standards.

## Section 2–4. Understanding How Standards Work

### PERFORMANCE OBJECTIVE 4

Distinguish between and define the following terms: “statute” and “administrative rules”; “mandatory standards” and “voluntary standards”; “waivers,” “variances,” and “grandfathering”; and “minimum standards” and “constitutional minima.”



## Review Questions and Answers

17. Standards carry the “weight of law” in all of the following EXCEPT:

a. If agreed to in a consent decree.

b. If required by a court order.

c. *In a voluntary state inspection program.*

(However, voluntary standards can take on a legal meaning if they become a basis for a consent decree or address constitutional issues.)

d. When mandated as a state’s administrative rules and regulations.

18. When a state board or commission has standard-making authority, that authority is *delegated* by the legislature.

19. Match the terms “mandatory standards,” “voluntary standards,” “grandfathering,” “variance,” and “waiver” with the descriptions or definitions:

a. These do not generally have the full effect of law: *Voluntary standards.*

b. Under this concept, new standards may not be applicable to existing facilities: *Grandfathering.*

c. With this, a state foregoes application of a standard to an existing facility: *Waiver.*

d. This allows an alternative method to meet the intent of the standard: *Variance.*

e. A jail must comply with these: *Mandatory standards.*

20. “Constitutional minima” refers to minimum requirements of care and custody of inmates that have been articulated by the *U.S. Constitution.*

21. “Minimum standards” refers to a state’s minimum requirements of jail operations as specified in administrative *rules* and *regulations.*



## Section 2–5. Categories of Standards

### PERFORMANCE OBJECTIVE 5

Distinguish between standards that address physical plant, operational, and administrative issues and those that address life, health, safety, and constitutional issues.

#### Review Questions and Answers

22. Identify the following statements as referring to physical plant, operational, or administrative standards:
  - a. Square footage of cells: **Physical plant.**
  - b. Testing fire alarms: **Operational.**
  - c. Second means of egress from housing units: **Physical plant.**
  - d. Reviewing inmate commissary accounts: **Administrative.**
  - e. Availability of outdoor exercise area: **Physical plant.**
  - f. Unannounced and irregularly scheduled searches: **Operational.**
  - g. Number of toilets and sinks: **Physical plant.**
  - h. Fire drills: **Operational.**
23. The term “accepted correctional practice” refers to essentials of jail operations as required by the courts. **False.** (These are identified by the profession.)
24. The phrase “life, health, safety, and constitutional issues” concerns constitutional minima. **True.**

## Section 2–6. Lockup, Jail, Prison, and Community Correctional Standards

### PERFORMANCE OBJECTIVE 6

Describe similarities and differences between standards for lockups, jails, prisons, and community correctional facilities.

#### Review Questions and Answers

25. Often states will have varying standards dependent on jail size and length of confinement. **True.**
26. The ACA’s small jail standards apply to police lockup operations as well as small jails. **False.** (These apply only to jails with 50 or fewer inmates.)

## Section 2–7. Interpretations, Clarifications, and Opinions

### PERFORMANCE OBJECTIVE 7

Describe the role of the inspector in issuing interpretations, clarifications, and opinions.

#### Review Questions and Answers

27. Formal and legal interpretations of standards are known as **opinions.**
28. Inspectors are expected to offer opinions in the course of their duties. **False.** ( If the inspection agency has the authority to issue opinions, they are issued by an authority higher than the inspector.)

## DISCUSSION TOPICS

1. Are the standards in your state mandatory or voluntary?
2. If you have mandatory standards, are they embodied in statute or administrative rules?
  - If they are rules, who has the authority to develop the standards—a board, a commission, the attorney general, the director of corrections?
  - What is the process for developing new standards or changing existing standards?
3. Do your standards cover physical plant issues? If so, are they general or particular?
4. Discuss the types of facilities covered by your standards. Include prisons, jails, lockups, and community correctional facilities.
5. How are requests for clarification of standards handled in your state?
  - Are the inspectors expected to make such clarifications or are they to refer such requests to their supervisor or to a board/commission/attorney?
  - Discuss the inspector's latitude in decisionmaking. Also, discuss the need to be consistent.





# CHAPTER 3

## The Inspection Process





## CHAPTER 3: The Inspection Process

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### **Performance Objectives**

After completing this chapter, the student will be able to:

1. List at least four purposes for inspections. (See section 3–1.)
2. Describe seven types of inspections and identify why each is used. (See section 3–2.)
3. Explain the importance of documentation in demonstrating compliance and list at least six types of documentation used for inspections. (See section 3–3.)
4. Identify the essential elements of the inspection process, including pre- and post-inspection activities as well as the facility inspection. (See section 3–4.)
5. Explain the importance of data collection. (See section 3–5.)

## CHAPTER 3: The Inspection Process

The heart of any standards program is the inspection process. Having a solid set of standards is necessary to establish performance requirements for jails, but it is the inspection process that makes the standards come alive. What is commonly referred to as the inspection process is really a continuum of activities designed to determine or assess compliance (or noncompliance) over time.

One element of this process is the actual onsite inspection of the physical plant and the operations of the facility. Another is the audit of the facility's documentation to verify compliance with the standards on an ongoing basis. In this manual, "inspection process" incorporates the continuum of activities that includes inspecting and auditing, documenting, reporting, and reinspecting.

The jail's documentation is an essential part of the inspection process. Primary documentation includes items such as written policies and procedures as well as inspection reports of other agencies (e.g., fire and health departments). Secondary documentation (e.g., work orders and incident reports) provides verification that the policies and procedures are being implemented.

The inspection process is not something that starts and ends the day an inspection is conducted. The process requires preparing for the inspection, conducting the inspection, conducting an exit interview, issuing a report, and developing some form of compliance-monitoring

system to ensure that deficiencies are corrected over time. It may also require coordination with other inspection agencies that enforce fire, health, and building codes. The major goal of the inspection process is to ensure that the jail operates routinely in compliance with standards.

This chapter addresses most aspects of the inspection process. (Not every aspect may apply to your state.) It covers the reasons for inspections: namely, to identify deficiencies and work toward their solution. It also discusses the purposes and types of inspections, the importance of documentation, elements of the inspection process, and the need for data collection.

### Section 3–1. Purposes of an Inspection

#### PERFORMANCE OBJECTIVE 1

List at least four purposes for inspections.

### QA Review Questions and Answers

1. The term "governmental interest" means that jails need to develop a compliance plan to demonstrate good faith. **False.** (The term refers to a state's fundamental reason for conducting jail inspections: its interest in safely confining inmates and protecting jail staff and the public.)



2. A **compliance plan** is an instrument that allows the jail to approach deficiencies systematically and resolve them over a period of time.
3. Deficiencies noted in an inspection allow the jail to emphasize where corrective action is necessary. **True.**
4. An inspection demonstrating substantial compliance with standards is recognition of a jail's **professionalism.**
5. **Good faith** refers to a jail's intent to meet its constitutional responsibilities to inmates.
6. Inspections conducted by jail staff that can help to demonstrate compliance with standards are called **internal inspections.**

## Section 3–2. Types of Inspections

### PERFORMANCE OBJECTIVE 2

Describe seven types of inspections and identify why each is used.

## QA Review Questions and Answers

7. Match the type of inspection with the description:
  - a. Examines staff training: **Management.**
  - b. May include a check for fire safety equipment or for a second means of egress from a facility: **Physical plant.**
  - c. May include an inspection of emergency lighting fixtures: **Physical plant.**
  - d. Covers all applicable standards: **Complete.**

- e. Includes discussions with jail staff and inmates as to the general conditions of the facility: **Physical plant.**
- f. Examines facility practices in areas such as intake, visiting, etc.: **Operational.**
- g. Involves a detailed, exhaustive review of agency documentation: **Management.**
- h. May include a review in preparation for the onsite inspection: **Management.**
- i. May be necessitated by a request for assistance: **Partial.**

## Section 3–3. Documentation

### PERFORMANCE OBJECTIVE 3

Explain the importance of documentation in demonstrating compliance and list at least six types of documentation used for inspections.

## QA Review Questions and Answers

8. The development of documentation in corrections was due in part to the increasing number of lawsuits. **True.**
9. Identify the following as primary or secondary documentation:
  - a. Policies and procedures: **Primary.**
  - b. Post orders: **Primary.**
  - c. Incident reports: **Secondary.**
  - d. Emergency plans: **Primary.**
  - e. Fire inspection reports: **Primary.**

- f. Work orders: *Secondary*.
  - g. Menus: *Secondary*.
  - h. Directives: *Primary*.
  - i. Logs: *Secondary*.
10. Documentation may be adequate if it shows that the function recorded is consistently and completely accomplished. *True*.
  11. A verbal assurance is sufficient to prove compliance with standards. *False*. (Written documentation is necessary to prove compliance.)
  12. The inspection process is the one process that is uniform across the various states. *False*. (The process varies from state to state depending on the authority of the inspection agency.)
  13. The key to a successful inspection process is that it be *rigorous, thorough, and fair*.
  14. The inspection process can be either announced or unannounced. *True*.
  15. Preparation for the inspection includes a review of previous inspections and compliance-monitoring reports. *True*.
  16. A *checklist* may be a useful tool for routine activities in the inspection process.
  17. A complete inspection can be made on the basis of a physical plant inspection alone. *False*. (Operational and management inspections are also needed.)
  18. A *compliance plan* is a formalized listing of deficiencies and may include dates for correction.
  19. *Compliance monitoring* is the process whereby the inspector monitors the progress of a jail toward full compliance with standards.
  20. Technical assistance is a role the inspector may fill in advising a jail as it moves toward compliance with standards. *True*.
  21. Arrange the following parts of the inspection process in sequence, from first to last: *b, d, e, c, g, a, f*.
    - a. Compliance plan.
    - b. Preinspection.
    - c. Exit interview.
    - d. Entrance interview.
    - e. Physical plant/operational/management inspection.
    - f. Compliance monitoring.
    - g. Report.

### Section 3–4. Elements of the Inspection Process

#### PERFORMANCE OBJECTIVE 4

Identify the essential elements of the inspection process, including pre- and post-inspection activities as well as the facility inspection.

### QA Review Questions and Answers

12. The inspection process is the one process that is uniform across the various states. *False*. (The process varies from state to state depending on the authority of the inspection agency.)
13. The key to a successful inspection process is that it be *rigorous, thorough, and fair*.
14. The inspection process can be either announced or unannounced. *True*.
15. Preparation for the inspection includes a review of previous inspections and compliance-monitoring reports. *True*.
16. A *checklist* may be a useful tool for routine activities in the inspection process.
17. A complete inspection can be made on the basis of a physical plant inspection alone. *False*. (Operational and management inspections are also needed.)
18. A *compliance plan* is a formalized listing of deficiencies and may include dates for correction.
19. *Compliance monitoring* is the process whereby the inspector monitors the progress of a jail toward full compliance with standards.
20. Technical assistance is a role the inspector may fill in advising a jail as it moves toward compliance with standards. *True*.
21. Arrange the following parts of the inspection process in sequence, from first to last: *b, d, e, c, g, a, f*.
  - a. Compliance plan.
  - b. Preinspection.
  - c. Exit interview.
  - d. Entrance interview.
  - e. Physical plant/operational/management inspection.
  - f. Compliance monitoring.
  - g. Report.



## Section 3–5. Data Collection

### PERFORMANCE OBJECTIVE 5

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Explain the importance of data collection.

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## QA Review Questions and Answers

22. Data collection is important in which of the following instances:
- a. *To justify and determine staffing needs.*
  - b. To determine the placement of exercise equipment.
  - c. *To assess the proper time for sick call.*
  - d. *To develop budget requests.*
  - e. *To project future jail capacity.*
  - f. *To project renovation or construction needs.*
23. Collection of data, although not necessarily mandated by statute, is a way to develop information that could further the interests of jails. **True.**
24. Information is important for the development of public policy. **True.**

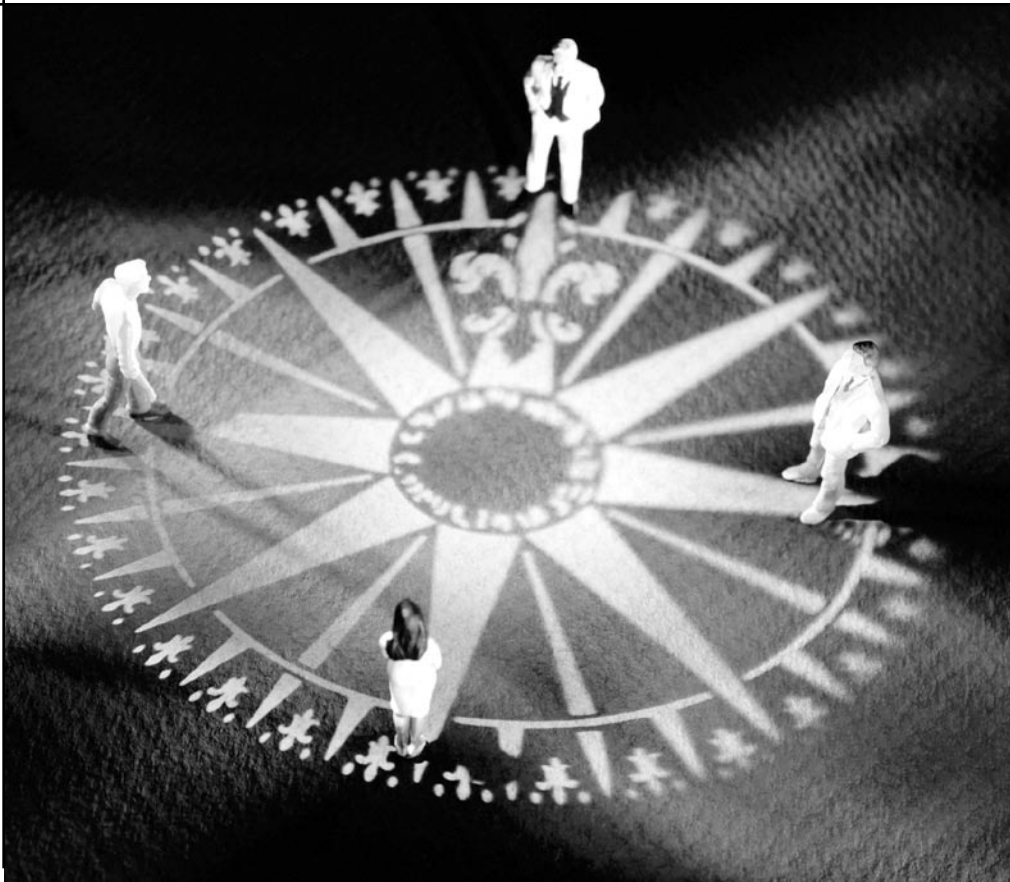
## DISCUSSION TOPICS

1. Discuss the types of inspections your agency conducts, such as physical plant, operational, and management.
  - Does the process include an audit of logs, policies and procedures, training records, etc?
  - If not, is it because there is not enough time to conduct such an audit?
  - Do you make allowances for older facilities?
2. Does your inspection process allow for partial and complete inspections?
  - Are partial inspections conducted only for agencies that have been in substantial compliance with standards?
  - Are partial inspections conducted because there is not enough time to conduct complete inspections for all jails?
  - If your agency conducts partial inspections, are there particular standards that are used for these inspections?
  - Whom do you question? Are inmates routinely questioned?
3. Is the inspector required to address prisoner grievances or complaints?
  - How is this done?
  - Are there any privacy or confidentiality issues the inspector should be aware of?
  - How do inspectors maintain consistency in applying standards to jail operations?
4. Discuss the process of compliance monitoring in your agency. Are inspectors required to follow up on any noncompliances?
5. Discuss the technical assistance role of the inspector.
  - Is the inspector expected to provide technical assistance? To what extent?
  - Are there any precautions inspectors should observe in providing technical assistance?
6. This manual could not address the specifics of any inspection program. Discuss the inspection process used by your agency.



# CHAPTER 4

## Facility Design



## CHAPTER 4: Facility Design

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### Performance Objectives

After completing this chapter, the student will be able to:

1. Identify correctional design concepts, including linear, podular remote, and direct supervision designs, and centralized versus decentralized spaces. (See section 4–1.)
2. Identify 11 components of a jail facility and explain their importance to jail operations. (See section 4–2.)
3. Explain why separate housing is necessary for males and females and for adults and juveniles, in terms of legal requirements and practical correctional operations. (See section 4–3.)
4. Identify the variety of custody levels to be considered in jail construction, in terms of the jail's functions and the costs of building jail beds. (See section 4–4.)
5. List several considerations in deciding the capacity of a planned jail and identify methods for making such decisions. (See section 4–5.)



## CHAPTER 4: Facility Design

Because many of the nation's jail facilities are antiquated and most are overcrowded, considerable jail construction is taking place. Jail inspectors are often among the first to recognize or identify inadequate facility conditions. Reasons for these inadequacies may include deteriorating physical plants or design problems that inhibit effective operations, including staff supervision of inmates.

Inspectors are often asked to provide information and advice on designing new jail facilities. In some states, the jail inspection office may have review authority for jail designs, especially if the state provides funds for construction or renovation or if it has jail construction criteria or standards. It is important for the jail inspector to be knowledgeable about the latest concepts in jail design and how designs can affect jail operations.

Too often, jurisdictions have made tragic mistakes or miscalculations in the design and/or construction of new jails. In some jurisdictions, poor planning resulted in new jails that did not meet even current or short-term future needs, and the jurisdictions had to begin another round

of facility planning almost immediately. In other more devastating examples, new facilities were declared unconstitutional before they opened, or the jurisdictions realized after the construction phase that although they could afford to build the jail, they could not afford the staff to operate it.

Fortunately, such experiences are becoming less frequent, perhaps in part because of the assistance provided by jail inspectors. The inspector does not have to be a professional jail planner, architect, or construction manager to be effective. However, indepth knowledge of the latest principles of jail design—and an awareness of available resources—will make the inspector better able to provide valuable technical assistance in jail planning.

This chapter addresses the important relationship between jail design and jail operations. It also discusses the necessary components of a jail design project, including housing separation based on classification and security needs and spaces for intake, support services, programming, exercise, administration, and other functions. Finally, it notes considerations in projecting future jail capacity needs.



## Section 4–1. Major Jail Design Concepts

### PERFORMANCE OBJECTIVE 1

Identify correctional design concepts, including linear, podular remote, and direct supervision designs, and centralized versus decentralized spaces.

## QA Review Questions and Answers

### Linear Design

1. Another term for a linear design is *intermittent surveillance*.
2. The term “linear design” comes from the fact that such jails are designed with cells in “line,” with a security corridor around them. **True.**
3. Effective supervision is possible in a linear jail because the officer is able to observe all inmates simultaneously. **False.** (Inmates can only be observed during the officer’s tour of the catwalk. The officer cannot observe all the inmates at the same time.)

### Podular Remote Design

4. In a podular remote design, the officer observes the inmates from *a secure control booth*.
5. One advantage of podular remote over linear design is that the officer *can observe inmates continuously*.
6. The podular remote housing design facilitates interpersonal contact between the officer and the inmates. **False.** (The officer is “remote” in a secure control booth and has minimal contact with inmates.)

7. Proper inmate classification makes the podular remote housing unit effective. **True.**

### Direct Supervision Design

8. Direct supervision differs from podular remote supervision in that the officer assigned to a direct supervision unit is *located within the housing unit*.
9. The podular remote and direct supervision designs both allow for constant supervision of inmates. **True.**
10. Identify which of the following is NOT a responsibility of the officer in a direct supervision housing unit:
  - a. Reducing tension.
  - b. Keeping negative behavior to a minimum.
  - c. **Conducting disciplinary hearings.** (This would generally be done by a higher authority after a problem is reported by the correctional officer.)
  - d. Encouraging positive behavior.

### Centralized and Decentralized Design

11. One reason for choosing decentralized services is the efficiency of *limiting inmate movement*.
12. Facility and manpower costs are two important considerations in choosing either centralized or decentralized services or programs. **True.**
13. In most cases, decentralized spaces are preferred over centralized spaces for jail design. **False.** (Managers make this choice based on their decisions about HOW the facility is to be operated.)

## Section 4–2. Components of a Jail Facility

### PERFORMANCE OBJECTIVE 2

Identify 11 components of a jail facility and explain their importance to jail operations.

## QA Review Questions and Answers

### Security Equipment and Technology

14. The hub of the jail, especially with advanced security technology, is the control center. **True.**
15. The **control center** manages access into and out of the facility.
16. The outer portion of the jail, including walls, ceiling, and floors that form a secure barrier between the inner part of the jail and the community, is called the **security perimeter**.

### Environmental Conditions

17. Many environmental conditions are regulated by local building codes or are addressed by agencies such as the local and state health departments. **True.**

### Intake and Release

18. A **lack of good planning** results in too little space being allocated to this important process, and the layout and flow of operation are awkward and ineffective.
19. Four important considerations for intake and release include **any of the following: facilities for weapons lockers, arresting officers' work areas, fingerprinting/photographing station, alcohol testing equipment, property storage and laundry, search areas, showers and clothing exchange, phones, and areas**

**for initial medical screening, initial classification, and orientation to jail rules.**

20. High-risk intake cells should be located close to a staff post, so intake staff can readily observe the arrestees. **True.**

### Housing, Health Care, and Visitation

21. Planning considerations must include **inmate classifications** and **the expected number of inmates in each classification** to be housed at the jail.
22. The medical area need not provide for easy access by medical staff to the intake area, because usually at least one medical staff member is posted there at most times. **False.** (The medical area should provide for easy access by medical staff to the intake area.)
23. Cells designed for housing inmates with infectious diseases are called **negative pressure cells**.
24. The amount of space for visiting will depend on the frequency and length of visits, the number of visitors allowed per visit, and the number of visitation stations. **True.**
25. It is best to design visitation areas so inmates are brought to a central point. Otherwise, visitors would have to enter the security perimeter. **False.** (It is possible to design visitation stations adjacent to inmate living areas so visitors can use the stations without entering the security perimeter.)

### Food Service, Facility Support, and Exercise/Recreation

26. An important design consideration for food service is whether inmates will eat in their housing units or in a centralized dining facility. **True.**



27. In jail design, storage areas often are too small, too few, and located too far away from the activities they support. **True.**

28. Planning decisions about the **size and make-up** of exercise and recreation space(s) will depend on the type of activities planned.

### Programs and Administrative/Staff Areas

29. The number and **classification** of inmates, together with the **philosophy** of the jail's administration, may determine the jail's use of centralized and decentralized spaces for programs.

30. Administrative areas should be outside the jail's security perimeter but adjacent to it. **True.**

### Section 4–3. Separate Housing Issues

#### PERFORMANCE OBJECTIVE 3

Explain why separate housing is necessary for males and females and for adults and juveniles, in terms of legal requirements and practical correctional operations.

### QA Review Questions and Answers

31. It is a **matter of law** for jails to adequately separate males from females and adults from juveniles.

32. Because of **federal and state initiatives** to keep adult inmates separate from juvenile inmates, jurisdictions often house arrested juveniles in facilities other than the local jail.

33. The intention behind misdemeanor-felony separation may have an inherent flaw,

in that certain misdemeanor crimes may involve more violence than some felony crimes. **True.**

34. Although juveniles may be charged as adults for certain crimes and so may be housed in the jail, they still are young people and need to be separated from the adult inmate population for their protection. **True.**

### Section 4–4. Custody Levels and Construction Costs

#### PERFORMANCE OBJECTIVE 4

Identify the variety of custody levels to be considered in jail construction, in terms of the jail's functions and the costs of building jail beds.

### QA Review Questions and Answers

35. List four types of furnishings or equipment that can drive up the cost of maximum-security cells. **Any of the following: stainless steel toilets/furniture/washbasins, higher grade window glazing and frames, sliding steel doors, lighting fixtures, locking mechanisms.**

36. When planning for the construction of a new jail, it is extremely important for a jurisdiction to be confident that it can actually afford to **operate** the new facility.

37. To properly assess the mix of security levels needed in a new jail, planners need to analyze the following three variables:

- a. **Number and types of inmates.**
- b. **Number and types of programs.**
- c. **Model of supervision.**

38. In planning for a new jail, conflicts often arise between the purchasing agency and the operating agency. **True.**
39. The costs of jail construction increase dramatically if most of the planned beds are for this level of security: **Maximum security.**

## Section 4–5. Considerations in Jail Capacity Planning

### PERFORMANCE OBJECTIVE 5

List several considerations in deciding the capacity of a planned jail and identify methods for making such decisions.

## QA Review Questions and Answers

40. A change in public policy (e.g., drunk driving laws) can dramatically affect jail planning efforts. **True.**
41. Identify four factors that can enter into jail planners' calculations of future bed needs.  
**Any of the following: monthly detention days served, monthly admissions, monthly total inmates held, county population projections, forecast assumptions, data samples based on current jail population.**



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## DISCUSSION TOPICS

1. Discuss several facilities in your state that are designed as linear, remote, and direct supervision.
  - Are there significant differences in their ability to meet standards?
  - What are the reasons one type of design seems to work better than others?
2. Of new facilities in your state, are there any examples of centralized and decentralized spaces? If so, what are the advantages and disadvantages of each?
3. Discuss the operational problems of older facilities in your state that were not designed as full-service jails but operate as such. (Of special note, these types of facilities tend to have problems with functions such as intake, release, storage, etc.)
4. Discuss correctional housing of juveniles in your state. For example, what limitations, if any, do state laws impose?
5. What internal resources are available to the inspector that will assist in the following areas:
  - Jail capacity needs assessment.
  - Site analysis.
  - Mission statements.
  - Staffing plans.
  - Cost projections (both operational and physical plant).
  - Financing.
  - Staff training.
  - Methods of supervision.
6. Discuss the role of the inspector in providing technical assistance in jail planning and construction.





# CHAPTER 5

## Communication



## CHAPTER 5: Communication

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### Performance Objectives

After completing this chapter, the student will be able to:

1. (a) Identify deficiencies in various types of written communications, including reports, letters, and policies and procedures; (b) explain the importance of writing clearly and concisely and demonstrate the ability to do so; and (c) distinguish between objective and subjective language in written reports. (See section 5–1.)
2. List several important aspects of interpersonal communication skills. (See section 5–2.)
3. List several important elements of interviews conducted during inspections and investigations. (See section 5–3.)
4. Identify conflict resolution strategies and appropriate situations in which to use each strategy. (See section 5–4.)
5. List several principles and practices for dealing with the media. (See section 5–5.)
6. Describe the consultant role of the inspector. (See section 5–6.)
7. Describe the technical assistance role of the inspector. (See section 5–7.)

## CHAPTER 5: Communication

Jail inspectors must develop or expand their capacity to communicate with a variety of persons in a variety of situations. Inspectors need to be able to communicate verbally with the sheriff, jail administrator, correctional officers, inmates, county officials, and other officials. Communication styles differ, depending on the type or purpose of the communication (investigations, testimony, negotiating, media interviews, conflict resolution, etc.).

Inspectors must also be able to communicate effectively in writing. Much of an inspector's legacy is what is written, be it letters, reports, or suggestions for policies and procedures. The importance of these documents is underscored by their potential use—often many years after they are written—in litigation or as the basis of planning for a new facility. Inspectors should know how to write clearly, concisely, and objectively.

Inspectors use consulting skills almost daily to identify problems and advise jail staff on what needs to be done to correct deficiencies. Jail staff look to the inspector as a technical assistance resource, the one person most likely to point them toward the solutions to their facility's problems.

This chapter focuses on important skills for communicating in writing and in person. It does not take the place of professional development seminars on this topic. Its intent is to highlight how many of the inspector's duties require the ability to communicate clearly.

### Section 5–1. Written Communication

#### PERFORMANCE OBJECTIVE 1

(a) Identify deficiencies in various types of written communications, including reports, letters, and policies and procedures; (b) explain the importance of writing clearly and concisely and demonstrate the ability to do so; and (c) distinguish between objective and subjective language in written reports.

### QA Review Questions and Answers

1. Make the following sets of words or phrases simpler. (Usually, one word will suffice.)
  - a. Make an effort, make an attempt, endeavor, attempt: **try**.
  - b. Maintain surveillance over, visually monitor: **watch**.
  - c. Relate, state, verbalize, articulate: **say/tell**.
  - d. Inform, advise, indicate, communicate verbally: **tell/speak**.
  - e. Initiate, instigate, commence, inaugurate, originate: **begin/start**.
  - f. Telephonically contact, contact by telephone: **call/phone**.

g. Respond, proceed: **go**.

h. At which time, at which point in time:  
**then/when**.

i. Request, inquire, query: **ask**.

j. Presently, currently, at the present, at the present time, at this time, at this point, at this point in time: **now**.

k. Prior to, previous to, in advance of:  
**before**.

2. Eliminate the redundancies in the following sentences. (More than one answer may be correct. These are suggested answers.)

a. He shouted as he entered the school building.

**He shouted as he entered the school.**

b. Later on, the officer subsequently secured the area.

**The officer subsequently secured the area.**

c. The policies and procedures have been kept up to date with the times.

**The policies and procedures have been kept up to date.**

d. The inmate insisted with emphasis that he had no contraband.

**The inmate insisted that he had no contraband.**

e. That event occurs frequently and happens over and over again.

**That event occurs frequently.**

f. His writing is redundant as he repeats himself over and over, as well as iterating the same thing twice.

**His writing is redundant.**

3. Rewrite the following sentences or phrases to make them more clear and concise. (More than one answer may be correct. These are suggested answers.)

a. Telephonically contact the sheriff at his place of residence.

**Call the sheriff at home.**

b. I proceeded to make a visual examination of the cell block area.

**I examined the cell block area.**

c. Proceed to the upstairs area.

**Go upstairs.**

d. Attempt to ascertain his precise direction of travel.

**Try to find out which way he went.**

e. In the near future, I propose a staff visit of your facility.

**I will visit the facility soon.**

4. Rewrite the following sentences observing the "Rule of 20." (You usually will need to use more than one sentence. More than one answer may be correct. These are suggested answers.)

a. Some juveniles should be transferred to a close security facility especially those who pose serious threat to self and others, those who have established a pattern of

absconding, and those youths who have a need for protection.

***Some juveniles should be transferred to a close-security facility. They include those who pose a serious threat to themselves and others, have a pattern of absconding, or need protection.***

- b. Written procedures for releasing residents include verification of identity, verifying release papers, names of person or agency to who the juvenile is to be released, giving back personal effects, check to see that no facility property leaves the facility, instructions on forwarding mail.

***Written procedures for releasing residents include: verifying identity and release papers; identifying the person(s) or agency to whom the juvenile is being released; returning personal effects; checking that no facility property is removed; and finding out where to forward mail.*** (Even though the sentence in this answer is longer than 20 words, the colon and semicolons break it into easy-to-read parts.)

- c. A clean facility has a positive effect on morale, and it is essential that a sufficient number of receptacles are provided for those who reside in the facility not only for sanitation but for control of combustibles.

***A clean facility has a positive effect on morale. Providing enough trash receptacles for residents is essential to sanitation and fire prevention.***

- d. Orientation is important as new inmates should be provided with an understanding of what is expected of them and they

should also be provided with information which may set their programmatic and personal expectations.

***Orientation is important because new inmates need to know what is expected of them. They also need information that will help them choose programs and define personal expectations.***

5. Arrange sentences a–f into a well-ordered paragraph by placing the sentence letters in the paragraph outline below.
- Unity involves sticking to the subject and to the purpose, plus presenting the ideas as a consistent whole.
  - Similarly, coherence involves both orderly arrangement and a clear indication of the relationship between the ideas.
  - Unity implies balance without excess in one part or lack in another.
  - This relationship is indicated by transitional words and phrases.
  - Unity and coherence are essential to good writing.
  - Unity and coherence, therefore, help to make writing clear and easy to read.

### Paragraph Outline

Topic sentence: ***e.***

Sentences that develop the topic (arranged in logical sequence): ***a, c, b, d*** (or ***c, a, b, d***).

Concluding sentence: ***f.***



(e) *Unity and coherence are essential to good writing. (a) Unity involves sticking to the subject and to the purpose, plus presenting the ideas as a consistent whole. (c) Unity implies balance without excess in one part or lack in another. (b) Similarly, coherence involves both orderly arrangement and a clear indication of the relationship between the ideas. (d) This relationship is indicated by transitional words and phrases. (f) Unity and coherence, therefore, help to make writing clear and easy to read.*

6. Using objective language, rewrite the excerpt from the inspector's letter quoted under "Objective and Subjective Language."

#### Original

*And in conclusion sheriff, I have never seen a filthier jail than yours nor a more slovenly staff. What you need to do is have a heart to heart talk with that group or hire some professionals. By the way, if you want, I will be happy to talk to the county commissioners about the incredible goings-on there.*

#### Rewrite

The following is just one of many ways the letter could be rewritten. The point is to tie the deficiencies to standards and objective evidence, rather than resorting to emotional, accusatory language.

*Finally, sheriff, the jail needs cleaning. There was evidence of vermin, and there was considerable trash and dirt on the floor. Further, the toilets, wash-basins, and showers have not been cleaned for some time.*

*To comply with the sanitation standards, staff must supervise inmates more closely. Also, more frequent and effective sanitation inspections are needed.*

7. The use of objective language in a report results in a tone that is **constructive**.
8. List three reasons why subjective language should not be used in a report.

*Any of the following: It is not constructive. It makes the inspector seem intemperate. It suggests that the inspector may have scores to settle. It gives the inspector and the sheriff little maneuvering space. It creates enemies. The inspector's credibility may be lost. Battle lines may be drawn for present and future issues.*

## Section 5–2. Interpersonal Communication Skills

### PERFORMANCE OBJECTIVE 2

List several important aspects of interpersonal communication skills.



## Review Questions and Answers

9. Name the interpersonal communication skills that match the following descriptions:
- The ability to hold and use one's body in a way that shows confidence: **Posturing**.
  - Another term for distancing: **Positioning**.
  - The ability to seek out hidden messages: **Listening**.

- d. Being attentive to signs of nervousness on the part of the interviewee: **Observing**.

### Section 5–3. Conducting Interviews

#### PERFORMANCE OBJECTIVE 3

List several important elements of interviews conducted during inspections and investigations.

#### QA Review Questions and Answers

10. When conducting an interview, the jail inspector must make best use of *interpersonal communication skills*.
11. The following statements refer to considerations for conducting an interview. Indicate which consideration best matches each statement.
  - a. Conduct the interview out of “earshot” of others: **Provide for privacy**.
  - b. Gain the interviewee’s cooperation by involving him or her in the interview: **Encourage participation**.
  - c. Develop a list of questions for the interview: **Be prepared**.
  - d. Have an agenda: **Allow enough time**. (“Be prepared” also applies.)
12. The following statements refer to additional considerations for conducting an investigative interview. Indicate which consideration best matches each statement.
  - a. Beginning the interview process as soon as possible after the incident: **Timeliness**.
  - b. A person’s unwillingness to participate in the interview: **Refusal to cooperate**.
  - c. Frequent breaks during lengthy interviews: **Reasonable time**.
  - d. Allowing interviewees to present their version of the incident: **Challenge facts**.

### Section 5–4. Conflict Resolution

#### PERFORMANCE OBJECTIVE 4

Identify conflict resolution strategies and appropriate situations in which to use each strategy.

#### QA Review Questions and Answers

13. Name the conflict resolution styles referred to in the following statements:
  - a. This style may not satisfactorily address everyone’s concerns, but arrives at the best possible solution for a particular problem: **Compromising**.
  - b. Although appropriate when issues are nonnegotiable, this approach is (or may be perceived as) a use of power and should be a last resort: **Competing**.
  - c. This style confronts issues in a positive way, attempts to explore all sides, and requires each side to respect the other’s right to disagree: **Collaborating**.
  - d. Sometimes this style can be best if the issue is relatively minor or the time does not seem right to address the issue: **Avoiding**.



- e. With this style, basic concerns are not addressed, and the person “giving in” may have hard feelings: *Accommodating*.

## Section 5–5. Media Relations

### PERFORMANCE OBJECTIVE 5

List several principles and practices for dealing with the media.

#### QA Review Questions and Answers

14. When interviewed by the media, it is important to address issues from the *public’s perspective* by avoiding jargon.
15. One can buy time in dealing with the media by using statements such as (list three):
  - a. “*Let me think for a moment.*”
  - b. “*I’ve never been asked that question before.*”
  - c. “*I’ll need further information before I can respond.*”
16. List five circumstances in which an inspector does not have to respond to a reporter’s question. *Any of the following: pending cases, speaking for a third party, personal information, obviously irrelevant questions, ongoing investigations, pending personnel actions, institutional security, hypothetical situations.*
17. If a matter is sensitive or confidential, it can be discussed with a reporter “off the record.” *False.* (If it is said, expect it to be printed.)

## Section 5–6. The Inspector as a Consultant

### PERFORMANCE OBJECTIVE 6

Describe the consultant role of the inspector.

#### QA Review Questions and Answers

18. Two terms that describe the inspector’s role as a consultant are *problem identifier* and *problem solver*.
19. It is important for the inspector acting as a consultant to assist an agency by actually writing policies and procedures if they are needed to comply with standards. *False.* (The jail staff should write the policy and procedure themselves. The inspector may provide information and writing guidance or refer staff to another jail for assistance.)
20. Even if an inspector accepts a consultant role, it is important not to compromise the main responsibility of determining compliance with standards. *True.*

## Section 5–7. The Technical Assistance Role of the Inspector

### PERFORMANCE OBJECTIVE 7

Describe the technical assistance role of the inspector.

#### QA Review Questions and Answers

21. Technical assistance may be formal or informal. *True.*



22. Inspection agencies that have no funds for technical assistance cannot provide this kind of assistance to jails. ***False.*** (Many types of technical assistance can be provided with little or no funds. All it takes is creativity and commitment.)



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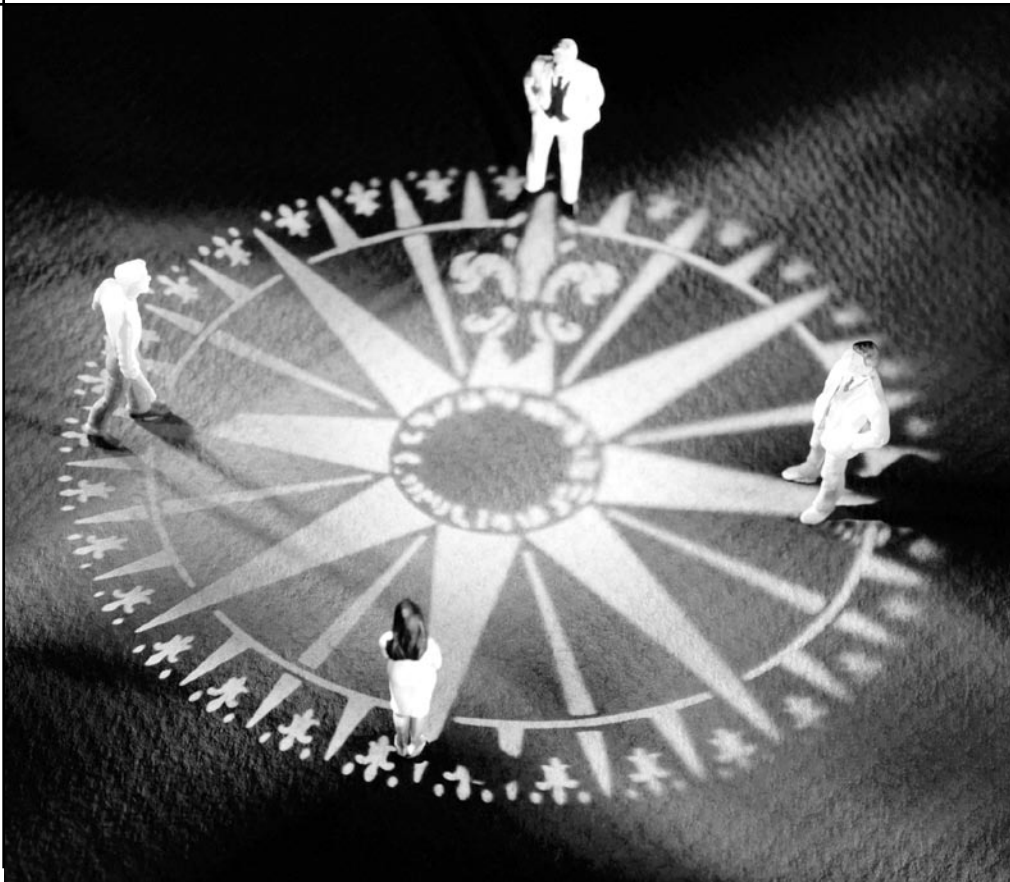
## DISCUSSION TOPICS

1. It may be helpful for you to examine examples of the inspector's writing and critique it using the principles and practices shown in this section.
2. Does your agency conduct investigations?
  - If so, discuss the kinds of investigations typically conducted.
  - Also, discuss methods used as well as the suggestions included in this chapter.
3. Describe some typical and atypical examples of how you have resolved conflict in dealing with:
  - a. County commissioners.
  - b. Sheriffs.
  - c. Jail administrators.
  - d. Jail staff.
  - e. Inmates.
  - Were the methods you used successful? What worked for you?
  - Did you use any of the methods suggested in this chapter (avoiding, competing, accommodating, compromising, collaborating)?
4. Do you have a policy regarding dealing with the media? If so, discuss it with the inspector.
  - How do you handle requests for public information?
  - Discuss examples of your own dealings with the media and offer suggestions.
5. Discuss whether your inspectors are expected to act as consultants, and to what extent.
  - You may wish to discuss limitations on that role based on your experience.
  - Also, discuss some instances where you have provided consulting services to a county in areas such as problem solving, staffing analysis, etc.



# CHAPTER 6

## Government Structures and Processes



## CHAPTER 6: Government Structures and Processes

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### Performance Objectives

After completing this chapter, the student will be able to:

1. Define the terms “planning,” “organizing,” “directing,” and “controlling” in the context of government operations. (See section 6–1.)
2. Identify the similarities and differences of city, county, state, and federal government structures. (See section 6–2.)
3. Describe methods for funding jail renovations or new construction. (See section 6–3.)
4. Define the term “fiscal year” and explain how the fiscal year may vary from jurisdiction to jurisdiction. (See section 6–4.)
5. Identify the various “chains of command” for jails. (See section 6–5.)
6. Explain differences between prisons and jails. (See section 6–6.)

## CHAPTER 6: Government Structures and Processes

The inspector deals with a variety of governmental agencies. In some states, inspectors have authority over state prisons, county jails, and city police lockups. Some even have authority over community corrections programs (half-way houses) and privately operated facilities. Inspectors need to be sensitive to the differences that distinguish not only the various levels of government they deal with but also the officials with whom they interact. Each level of government exercises **executive, judicial, and legislative** powers, but the actors at the various levels differ, and some officials exercise all three powers.

At all levels, governments control their agencies by using the fundamental management principles of **planning, organizing, directing, and controlling**. A basic understanding of these processes is important for the inspector, especially when called on to help a jurisdiction solve jail-related problems.

This chapter discusses government management practices and presents an overview of government structures (with particular attention to cities and counties). It then focuses on how jails function—their funding mechanisms, budget processes, and chains of command. Finally, the chapter highlights differences between prisons and jails.

### Section 6–1. Management Functions

#### PERFORMANCE OBJECTIVE 1

Define the terms “planning,” “organizing,” “directing,” and “controlling” in the context of government operations.

#### QA Review Questions and Answers

1. It is important for the inspector to be aware of management functions because they affect a jail’s ability to respond to noncompliance with standards. **True.**
2. Identify the following statements as relating to planning, organizing, directing, or controlling:
  - a. Identifying necessary resources such as personnel: **Organizing.**
  - b. Identifying and solving problems: **Planning.**
  - c. Developing goals and objectives: **Planning.**
  - d. Implementing evaluation strategies: **Controlling.**
  - e. Communicating through written policies and procedures: **Directing.**



- f. Ensuring that the plan is carried out as intended, or helping management identify needed adjustments: **Controlling**.
- 3. Regardless of the nature of a problem, the management functions of planning, organizing, directing, and controlling are necessary for its solution. **True**.
- 4. The process of evaluating how well a new policy and procedure are working is the **controlling** function of management.
- 5. Training staff to implement a new policy and procedure involves the **directing** function of management.
- 6. Developing strategies to address noncompliance with standards involves the **planning** function of management.
- c. Enforcement of jail standards: **Executive**.
- d. Government's authority in the solution of disputes: **Judicial**.
- e. Responsibility for jails: **Executive**.
- f. Source of authority for jail inspection programs that are established by statute: **Legislative**.
- 8. Generally, every level of government has executive, judicial, and legislative powers: **True**.
- 9. Indicate in which level of government (city, county, state, or federal) each of the following officials may be found:
  - a. Sheriff: **County**.
  - b. Mayor: **City**.
  - c. Congressman: **Federal**.
  - d. Commissioner: **County**. (*Can also be a state official, such as a commissioner of corrections.*)
  - e. Executive: **County**.
  - f. Governor: **State**.
  - g. Judge: **Any level**.
  - h. Manager: **City or county**.

## Section 6–2. Government Structures

### PERFORMANCE OBJECTIVE 2

Identify the similarities and differences of city, county, state, and federal government structures.

## QA Review Questions and Answers

- 7. Indicate whether the following statements refer to the executive, legislative, or judicial functions of government:
  - a. Enactment of laws and ordinances: **Legislative**.
  - b. Day-to-day administration of government: **Executive**.
- 10. The **state** and **federal** levels of government are structured much the same.

### Section 6–3. Jail Funding Mechanisms

#### PERFORMANCE OBJECTIVE 3

Describe methods for funding jail renovations or new construction.

#### QA Review Questions and Answers

11. An *operating* budget funds day-to-day jail functions, and a *capital* budget funds renovations or new construction.
12. A jail's operating budget is a *funding plan* proposed by the executive branch of government and authorized by the legislative branch.
13. Indicate whether the following statements about bond issues for jail construction are true or false:
  - a. Voter approval is required. *True.*
  - b. Regular payments are made until the debt is paid off. *True.*
  - c. The debt is owed to the state. *False.* (The debt is owed to those who purchase the bonds.)
14. Assessed valuation is defined as *the amount a county can be indebted from all bond issues*. (The assessed valuation is determined by the state assessor based on estimates of the county's worth.)
15. Indicate whether the following statements about lease purchase are true or false:
  - a. Voter approval is required. *False.* (It does not require voter approval because it is not indebtedness.)
  - b. The county establishes an "authority" to enter into an agreement with investors. *True.*
  - c. The amount of the lease purchase is counted against the county's assessed valuation. *False.* (It is not counted against the assessed valuation because it is not a debt.)
  - d. Capital improvements are funded through the operating budget. *True.*
16. "Blending" means *using a variety of methods to fund capital improvements*.
17. If county officials increase the sales tax to fund jail improvements, voters can repeal the increase through *an election to repeal* or *a referendum*.
18. When a county increases the sales tax to fund jail improvements, it purchases general obligation bonds and uses the sales tax revenues to pay them off. *True.*

### Section 6–4. Fiscal Years and Jail Budget Processes

#### PERFORMANCE OBJECTIVE 4

Define the term "fiscal year" and explain how the fiscal year may vary from jurisdiction to jurisdiction.

#### QA Review Questions and Answers

19. Identify the fiscal year from the following dates:
  - a. October 1, 1956–September 30, 1957: *FY 57.*





b. July 1, 1993–June 30, 1994: **FY 94.**

c. January 1, 1997–December 31, 1997:  
**FY 97.**

20. Generally, state governments coordinate their fiscal year with the federal government's and use the same dates. **False.** (They are not coordinated. The federal fiscal year is October–September, but most state fiscal years are July–June. This difference can create problems for local jurisdictions that are trying to coordinate state and federal grants.)

21. Submission of a **preliminary budget** may be required many months before the fiscal year begins.

## Section 6–5. The Chain of Command

### PERFORMANCE OBJECTIVE 5

Identify the various “chains of command” for jails.

## QA Review Questions and Answers

22. In a sheriff's office, the jail administrator may report directly to the **sheriff** or **chief deputy**.

23. Jail administrators may report to any of the following officials EXCEPT:

- a. County commissioners.
- b. County executive.
- c. Director of public safety.
- d. **Jail inspector.**

24. Although a jail administrator may be genuinely interested in improving jail conditions, other county administrators might need to be informed of jail problems in order to effect change. **True.**

25. As a matter of protocol, originals of inspection reports should always be sent to the jail administrator. **False.** (In some states, the jail inspection law indicates who receives the report. If that isn't the case, the inspector should be sensitive to a county's power structure and find out who should get the original report and who should get copies. The simplest approach is to ask the sheriff or jail administrator.)

## Section 6–6. Differences Between Prisons and Jails

### PERFORMANCE OBJECTIVE 6

Explain differences between prisons and jails.

## QA Review Questions and Answers

26. Jails have a greater mix of types of inmates than prisons. List three:

- a. **Males/females.**
- b. **Pretrial/sentenced.**
- c. **Misdemeanants/felons.**

27. Programming in prisons is different from programming in jails mainly because of differences in the **anticipated length of stay**.

28. Compared with jails, prisons generally have more options in classifying inmates. **True.**

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## DISCUSSION TOPICS

1. Discuss the structure of county government in your state.
  - Do counties have home rule?
  - What is the structure of boards of county commissioners?
  - Do boards have three or five members?
  - Do most counties have county managers?
  - Do boards meet on certain days?
  - Do they have open meetings?
  - Does the sheriff operate the jail or are there separate county departments of corrections?
2. Does your agency have standards for police lockups or city jails?
  - Discuss the structure of the city government.
  - Are the city jails operated by police departments or are they separate departments? Who is responsible?
  - Are there any protocols the new inspector must know in dealing with city jails?
3. Discuss jail funding in your state.
  - How can jail construction or renovation funds be generated?
  - Are there any examples where lease purchases have been used?
  - Is there any state money for jail funding? If so, how can a county or city apply for funds?
4. What is the typical fiscal year in your state for both the state and local jurisdictions?
  - What are key months for budget preparation?
  - Is there a link between budget cycles and action plans to correct deficiencies with regard to state standards?
5. Discuss the differences between state and local corrections in your state.
  - For how long can someone be sentenced to a jail in your state?
  - Are there any private correctional operations in your state?
  - How is a state prison different from a county jail?
  - What standards cover the state prisons?



# CHAPTER 7

## Resources



## CHAPTER 7: Resources

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### Performance Objectives

After completing this chapter, the student will be able to:

1. Identify and describe several national resources that provide information, training, and technical assistance of interest to jail inspectors and administrators. (See section 7–1.)
2. List four national professional organizations that promulgate standards for corrections. (See section 7–2.)
3. List at least six state and local agencies that may provide resources to jails. (See section 7–3.)
4. Identify several special interest groups that may provide resources to jails. (See section 7–4.)
5. Discuss the information available in the *Resource Guide for Jail Administrators*. (See section 7–5.)

## CHAPTER 7: Resources

A wise person once said that the intelligent person is not one who knows everything but one who knows where to find everything. This comment has meaning for the jail inspector who wants to develop and tap resources for providing advice to jail staff.

As noted in an earlier chapter, the inspector often is seen not only as a finder of deficiencies but as a problem solver—a resource to the jail and the county. This means that the inspector must be aware that resources exist and know where to refer those who need information.

**Knowing the available resources makes one resourceful.**

Unlike the past, when corrections did not have standards or even training, today the field has an abundance of information and resources. Today's professionals in the field are quick to assist their colleagues. To that end, there are clearinghouses, information centers, college libraries, and formal and informal networks on the local, state, and national levels. Correctional administrators can turn to materials in a variety of forms: Web sites, listservs, online libraries and resource centers, printed matter, videotapes, films, DVDs, and audiotapes.

This chapter is not intended to duplicate the variety of resource banks that already exist. Rather, it will highlight some of the information resources available to inspectors. The chapter covers major national resources, prominent resources in the states, professional standards-setting bodies,

and major professional groups with a special interest in corrections. Web sites for most of the organizations mentioned in this chapter are listed at the end of the chapter.

### Section 7–1. National Resources

#### PERFORMANCE OBJECTIVE 1

Identify and describe several national resources that provide information, training, and technical assistance of interest to jail inspectors and administrators.

#### QA Review Questions and Answers

1. Spell out the names of the following organizations:

NIC: *National Institute of Corrections.*

NCJRS: *National Criminal Justice Reference Service.*

ACA: *American Correctional Association.*

AJA: *American Jail Association.*

NSA: *National Sheriffs' Association.*

2. The *National Institute of Corrections (NIC)* is a federal agency that has published a jail resource guide.



3. List the five major resource sections of the National Institute of Corrections:

- a. ***Prisons/Community Corrections Division.***
- b. ***Jails Division.***
- c. ***Academy Division.***
- d. ***NIC Information Center National Academy of Corrections.***
- e. ***Offender Workforce Development Division.***

4. The ***Jails Division*** is the major NIC resource addressing programs, activities, and technology related to jails.

5. The NIC Jails Division provides all of the following services EXCEPT:

- a. Technical assistance.
- b. Reviews of written policies and procedures.
- c. ***Construction of jails.***
- d. Planning of new facilities.
- e. Transition to new facilities.

6. For training in jail management, a jail administrator would apply to NIC's ***Academy Division.***

7. NIC's ***Information Center*** is a source of printed and electronic materials on corrections topics.

8. The ***National Criminal Justice Reference Service (NCJRS)*** is an information clearinghouse sponsored by several federal agencies, including NIC.

9. List three national professional organizations that provide resource services in corrections:

- a. ***American Correctional Association (ACA).***
- b. ***American Jail Association (AJA).***
- c. ***National Sheriffs' Association (NSA).***

## **Section 7–2. National Standards and Accreditation Programs**

### **PERFORMANCE OBJECTIVE 2**

List four national professional organizations that promulgate standards for corrections.

## **QA** Review Questions and Answers

10. Spell out the names of the following organizations:

***CALEA: Commission on Accreditation for Law Enforcement Agencies.***

***NCCHC: National Commission on Correctional Health Care.***

***NFPA: National Fire Protection Association.***

***CAC: Commission on Accreditation for Corrections.***

11. Name three ways in which professional organizations that promulgate standards can be a resource to the jail inspector.

- a. *Helping states develop new standards.*
- b. *Providing a rationale as to why a particular standard is needed.*
- c. *Providing technical assistance related to a standard.*

12. When citing standards of the American Correctional Association, inspectors should be careful to cite the correct *edition* and *supplement*.

13. Name the subjects addressed by the four ACA manuals of standards that have particular relevance to the jail inspector.

- a. *Adult local detention facilities.*
- b. *Adult community residential agencies.*
- c. *Juvenile detention facilities.*
- d. *Juvenile community residential facilities.*

14. The title of the standards manual published by the National Commission on Correctional Health Care is *Standards for Health Care in Jails*.

15. The title of the publication containing the National Fire Prevention Association standards for jails is *Life Safety Codes*.

16. The major accrediting agency for corrections is the *Commission on Accreditation for Corrections (CAC)*.

### Section 7–3. State and Local Agencies

#### PERFORMANCE OBJECTIVE 3

List at least six state and local agencies that may provide resources to jails.

#### QA Review Questions and Answers

17. Involvement with local resource agencies can produce documentation that demonstrates a county's *good faith* in improving jail conditions.

18. List three services the local health department can provide to a jail.

- a. *Medical.*
- b. *Food service inspection/dietitian.*
- c. *Sanitation.*

### Section 7–4. Special Interest Groups

#### PERFORMANCE OBJECTIVE 4

Identify several special interest groups that may provide resources to jails.

#### QA Review Questions and Answers

19. The *National Association of Counties (NACo)* is a national organization dedicated to addressing issues critical to counties.





20. List three ways in which a state sheriffs' association or jail association can help to improve jails.

- a. *Holding accessible conferences.*
- b. *Developing information/support networks for jail professionals.*
- c. *Encouraging passage of jail-related legislation.*

### **Section 7–5. Resource Guide for Jail Administrators**

#### **PERFORMANCE OBJECTIVE 5**

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Discuss the information available in the *Resource Guide for Jail Administrators*.

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### **QA** Review Questions and Answers

21. NIC's *Resource Guide for Jail Administrators* includes recommended resources such as Web sites of national organizations and descriptions of the resources they make available. **True.**
22. The Guide's **assessment checklists** are intended to help both new and veteran jail administrators assess their jail's performance. See manual.

## Bibliography

American Correctional Association. 2004. *Performance-Based Standards for Adult Local Detention Facilities*. Alexandria, VA: ACA.

Martin, Mark D., and Rosazza, Thomas A. 2004. *Resource Guide for Jail Administrators*. Washington, DC: U.S. Department of Justice, National Institute of Corrections. NIC Accession Number 020030.

National Commission on Correctional Health Care. 2003. *Standards for Health Services in Jails*. Chicago, IL: National Commission on Correctional Health Care.

National Sheriffs' Association. 1990. *Jail Officers Training Manual*. Alexandria, VA: National Sheriffs' Association.

## Web Sites for Resource Organizations Mentioned in This Chapter

American Civil Liberties Union (ACLU): [www.aclu.org](http://www.aclu.org).

American Correctional Association (ACA): [www.aca.org](http://www.aca.org).

American Jail Association (AJA): [www.corrections.com/aja](http://www.corrections.com/aja).

Commission on Accreditation for Law Enforcement Agencies (CALEA): [www.calea.org](http://www.calea.org).

Department of Homeland Security (DHS): [www.dhs.gov](http://www.dhs.gov).

League of Women Voters: [www.lwv.org](http://www.lwv.org).

National Association of Counties (NACo): [www.naco.org](http://www.naco.org).

National Commission on Correctional Health Care (NCCHC): [www.ncchc.org](http://www.ncchc.org).

National Criminal Justice Reference Service (NCJRS): [www.ncjrs.gov](http://www.ncjrs.gov).

National Fire Protection Association (NFPA): [www.nfpa.org](http://www.nfpa.org).

National Institute of Corrections (NIC): [www.nicic.org](http://www.nicic.org).

National Sheriffs' Association (NSA): [www.sheriffs.org](http://www.sheriffs.org).

Occupational Safety and Health Administration (OSHA): [www.osha.gov](http://www.osha.gov).



## DISCUSSION TOPICS

1. Discuss if and how your agency has used the services of national corrections resources.
  - Which resources have been used?
  - Have any counties in your state used NIC services such as technical assistance for staffing analyses, security audits, overcrowding studies, PONI (Planning of New Institutions), HONI (How To Open a New Institution), etc?
  - Were the services of the NIC Information Center or NCJRS used in developing standards?
  - Have you suggested any of the NIC, ACA, AJA, or NSA training programs to jail staff?
2. Were the standards of any national agencies consulted and used in developing your state standards? If so, discuss how they were used.
3. What state and local agencies have been helpful as resources for jails in your state?
4. Discuss how other agencies can help jails comply with standards.
5. What special interest groups have helped jails meet standards or at least advocated for improving jails in your state? Discuss how these groups have been helpful to jails and how a new inspector might use their services.





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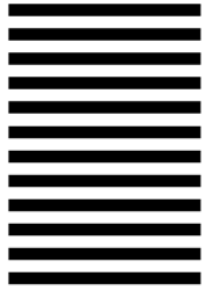
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