

Exhibit A.

Plan - Course for Jailers

PLAN: COURSE FOR JAILERS

OUTLINE AND INSTRUCTIONAL OBJECTIVES

TABLE OF CONTENTS

Instructions to the writers -----	1
Target Group -----	1
The Outline -----	3
CHAPTER I	
Correctional History and Philosophy	
Rationale -----	5
A Brief Outline of Society's Response to Crime -----	7
The Changing Response to Crime -----	
Major Theories of Causes of Crime and Resulting Treatments -----	
The Role of the Jailer in Relation to Crime and the Criminal -----	8
The Relation of the Jail to the Criminal Justice System -----	
CHAPTER II	
Jail Operations	
Rationale -----	9
Guidelines for the Writer -----	11
The Jailers' Responsibility in Jail Operations -----	13
The Jailers' Role in the Jail Program -----	
The Role of the Program Specialist -----	14
Factors Influencing Operations and Programming -----	
Evaluation and Security Classification -----	
Security Procedures -----	15
CHAPTER III	
Jail Climate	
Rationale -----	19
Guidelines for the Writers -----	21
The Emotional Consequences of Confinement -----	22
Stress as a Factor in Prisoner Behavior -----	
CHAPTER IV	
Prisoner Management and Control	
Rationale -----	23
Guidelines for the Writers -----	25
Part I - Prisoner Supervision -----	27
The Objectives of Supervision in the Jail -----	
The Importance of Prisoner Supervision -----	
Basic Principles of Prisoner Supervision -----	
Supervision of Prisoner Activities -----	28
Part II - Discipline -----	31
Rationale -----	
Guidelines for the Writers -----	33
Discipline: definitions -----	34
Disciplinary Procedures -----	
Legal Issues in Discipline -----	37

CHAPTER V

Special Prisoners	
Rationale -----	39
Guidelines for the Writers -----	40
The Need for a Special Prisoner Classification -----	41
Responsibility for Medical Care -----	
The Need for Documentation -----	
The Drunk -----	42
The Mentally Ill -----	42
The Drug Addict -----	
The Homosexual Prisoner -----	43
The Potential Suicide Risk -----	
Diabetics -----	
Injured Prisoners -----	
Epilepsy -----	

CHAPTER VI

Jail Management	
Rationale -----	44
Part I -----	45
The Basic Function of the Jail -----	
Other Possible Functions -----	
Problems in Jail Administration -----	
The Functions of the Administrator -----	
Part II -----	46
Fiscal Management -----	
Personnel Administration -----	
Staff Training -----	47
Part III -----	48
The Function of the Administrator in Management of Jail Operations -----	
The Components of an Evaluation and Classification System -----	
Security Procedures -----	
Emergency Plans -----	52
Part IV -----	53
Support Services -----	
Medical Services -----	
Food Services -----	
Clothing Issue -----	54
Laundry in the Jail -----	55
Maintenance -----	
Records and Reports -----	

CHAPTER VII

Jail and Community Corrections Programs	
Rationale -----	56
Components of a Jail Program -----	57
Factors Determining Program Development -----	

Developing the Jail into a Community Corrections Center -----	58
Use of Volunteers -----	
Kinds of Community Programs -----	59
Programs for Juveniles -----	
Programs for Women -----	60
Program Models -----	

CHAPTER VIII

Work Release	
Rationale -----	61
Guidelines for the Writers -----	62
A Brief History of Work Release -----	63
Advantages of Work Release -----	63
Selection of Participants -----	
Screening Board -----	
Finding Work for Work Release Prisoners -----	
Administration of Funds -----	
Housing Work Release Prisoners -----	
Typical Problems of Work Release -----	64

CHAPTER IX

Planning Jail Facilities	
Rationale -----	65
Evaluation of Existing Facilities -----	66
Renovation, Alteration and Enlarging Existing Facilities -----	
Determining and Documenting the Need for a New Jail -----	
Generating Community Support -----	
Planning Group -----	67
The Jail and Community Planning -----	
Planning the Jail -----	
The Regional Jail Concept -----	68
Integrating the Jail with the State Correctional System -----	69

CHAPTER X

Legal Problems in Jail Administration	
Rationale -----	70
Guidelines for the Writers -----	72
The Legal Basis of Detention -----	73
Differential Legal Requirements for Sentenced, Unsentenced, Material Witnesses and Safekeeping Prisoners -----	
Areas of Legal Sensitivity -----	
Bail -----	74

CHAPTER XI

Community Relations	
Rationale -----	75
Guidelines for the Writer -----	76
A Definition of Community Relations -----	77
The Objectives of Community Relations -----	
Factors in Achieving Good Community Relations -----	
Case Studies in Public Relations -----	

INSTRUCTIONAL OBJECTIVES

Correctional History and Philosophy -----	78
Jail Operations -----	79
Jail Climate -----	84
Prisoner Management and Control -----	85
Part I - Prisoner Supervision -----	85
Part II - Discipline -----	87
Special Prisoners -----	88
Jail Management -----	90
Part I - Function of the Jail -----	90
Part II - Fiscal Management -----	91
Part IV - Support Services -----	92
The Jail and Community Corrections Programs -----	94
Work Release -----	95
Planning Jail Facilities -----	96
Legal Problems in Jail Administration -----	97
Community Relations -----	98

INSTRUCTIONS TO THE WRITERS

Since 1951 the U. S. Bureau of Prisons has offered a correspondence course for persons working in jails and misdemeanor institutions. Although the course was revised in recent years, the emergence of new programs made it necessary to bring the material up to date. At the same time increased enrollments placed a heavy burden on correcting papers and administration. It was therefore decided that the course needed major revisions in content and packaging.

As a result of discussions between the University of Wisconsin and the Bureau of Prisons, an OLEA grant was awarded to the University for a two year period beginning in July, 1968 for the purpose of revising the correspondence course for jailers.

TARGET GROUP

The persons for whom this course is intended are the approximately 100,000 persons employed as administrators and staff members in jails and misdemeanor institutions throughout the United States. A survey of 1,000 persons currently enrolled in the correspondence course for jailers was recently conducted by the Bureau of Prisons. It revealed that 78% of the respondents to the questionnaire had less than 5 years' experience. Thirty-four percent had less than one year of experience on the job. The survey results in this instance cannot be used to generalize about the experience level of the whole field. It does indicate, however, that there is a recognized need for training the new employee and that there is a significant number of somewhat experienced persons participating in the correspondence course.

The survey found the students to be a relatively young group, with 64% less than 42 years of age. One half, 51%, had completed high school and one fifth had some college. Educational experience ranged from a low of fifth grade to one graduate degree. Although it may be hazardous to generalize, it would seem that the educational level of the people in the field may not be as low as some estimates would indicate.

Published studies have indicated that the reading public is most comfortable and receptive when reading at an eighth or ninth grade level. Most newspapers and popular magazines are written to accommodate the abilities and interests of people who read at this level. It is therefore assumed that the course would be most generally accepted and appreciated if it is written at this level. Although there is no set formula for achieving a ninth grade writing level, the following suggestions may be useful:

1. Avoid sentences with multiple clauses, especially where you are dealing with abstractions.
2. Use simple language. For example:

Correct

exit
angry
most
plan

Incorrect

egress
indignant
majority
intend

An example of the kinds of writing referred to above is the following:

All requests for assistance in improving or augmenting a federal, state or local correctional program should provide for continuous coordination and mutual responsibility of both institutional and community correctional officials in the operation and evaluation of institutional programs.

- Or: It should be emphasized that no matter how modern the buildings, how secure the facilities, how efficient the operating procedures may be, or how well the personnel may be trained, security cannot be assured if it is predicated on procedures imposed wholly against the will of the prisoners.

3. The writer should assume that the reader does not know the subject. If, on occasion, technical terms are used, the writer should follow with an explanation, or an example.
4. Use examples of actual situations to illustrate a point, or to clarify a principle. The consequences of a lapse in security can be demonstrated by an example of an escape or an injury to personnel.
5. Use sub-headings. A page with sub-headings has a psychological effect and is easier to read. Since the course is being written for persons who do not read very much, the use of subheadings will give the illusion of brevity to the material. It will also assist the student in grasping the organization of the material.

THE OUTLINE

The outline is divided into 11 chapters each preceded by an explanation or rationale. The last section of the outline contains the instructional objectives of each chapter. These objectives indicate what the student is expected to do when he has completed each section. It is suggested that the writer review these objectives as an aid to writing.

The outline has been developed with specific objectives in mind, and the organization of its material is intended to produce certain results. The writer should review all the material so that he has a clear understanding of where each section fits and its relation to the other sections of the book. The outline is not absolute. It is, however, consistent with the objectives of the course and designed to produce an integrated book rather than a series of separated and unrelated articles. Therefore, before any major revisions are contemplated, the writer should be able to demonstrate that the outline as such is unworkable and that his proposed changes will not change the objectives of the chapter. Naturally some writers will wish to place greater

emphasis on areas they consider their specialty. Such changes are not considered major revisions.

In some instances the outline may be found to be incomplete. The writer is encouraged to add appropriate material where this is indicated. The writer should concentrate on covering the material as completely as possible. The length of each section is not important; there is no quota on the number of pages any subject should be. Each subject should be discussed as thoroughly as possible.

Footnotes should be used whenever reference is made to other writing and surveys. These should follow immediately after the reference in parenthesis in the body of the text, e.g. A recent article has pointed out the importance of reasonableness as a criteria for avoiding litigation where prisoners' rights are concerned¹ (Richard P. Vogelmann PRISON RESTRICTIONS---PRISONER RIGHTS, The Journal of Criminal Law, Criminology and Police Science, Vol. 59, No. 3, September 1968, pp 386-396).

It is suggested that the writer include a bibliography for the section he is writing. It would also be extremely helpful if the writers would submit information on articles, books, or anecdotes that might be pertinent to other sections of the book.

J. CORRECTIONAL HISTORY AND PHILOSOPHY

RATIONALE

Since the jailer works in a field that lies between law enforcement and corrections, he is, so to speak, a person of divided loyalties and split philosophies. A part of him is oriented toward apprehension and punishment, while another part is actively involved in a quasi-correctional process. Since his frame of reference is not clear, he has difficulty seeing relationships. Also, he often shares the common problem of the man on the street; he is prone to the folklore of crime causation and control with its misconceptions and search for easy solutions.

The jailer should be given a frame of reference that he can relate to and that will provide the rationale for his activities, clarify his role, and emphasize the extent of his responsibility relative to the correctional process and the criminal justice system.

The development of a frame of reference begins with the discussion of correctional history. The primary purpose here is to demonstrate that the history of corrections is the history of punishment. The trend of punishment has been from individual action to the formalized response by government. This has resulted in the shifting of responsibility for the response toward criminal acts to the courts and has relegated the individual to a passive role. As a citizen the jailer has no right to punish criminals; as a jailer, and in a sense as an officer of the court, he is bound to carry out the order of the court and treat the accused in accordance with court directives. In either case he cannot assume the right to punish.

The history of theories of crime causation is interesting but not particularly instructive. Some of the theories are discredited but remain as part of the folklore. Some discussion is necessary in order to remove misconceptions and in order to bring the jailer up to date regarding current thought on the subject.

Although the jailer may know the mechanics of his job, it is important that he have a grasp of the role he plays in the criminal justice system. For example, support of the formal judicial process includes an acceptance of governmental responsibility for punishment or treatment of criminals. It includes the ability to act on the belief that all persons are innocent until proven guilty. And it includes the acceptance of responsibility for the safety of those accused who are placed in a jailer's charge. Finally, it includes a realization that the jailer must balance the rights of the individual, the protection of society, and the safety of his fellow workers, all within the framework of the rules, regulations and procedures of the jail.

Demonstrating the relationship of the jail to the rest of the criminal justice system completes the frame of reference. Having placed the jailer in the proper perspective regarding his role, it is now necessary to show him how the jail fits into the system; how it contributes and where that contribution is active or passive.

I. CORRECTIONAL HISTORY AND PHILOSOPHY

A. A brief outline of society's response to crime:

1. Individual response
 - a. revenge
 - b. restitution
2. The pre-emption of individual response to crime by society (courts):
 - a. retribution
 - b. deterrence
 - c. protection from offenders
 - d. reduce crime by changing criminals

B. The changing response to crime:

1. The use of confinement
 - a. the emergence of jails
 - b. confinement for punishment
 - c. confinement as punishment
2. The emergence of positive programs
 - a. the need to offset the negative effects of confinement
 - b. acceptance of the belief that punishment alone does not teach a person how to behave

C. Major theories of causes of crime and resulting treatments:

1. Discussion of grounds on which each theory was discredited as the only cause of criminal activity
 - a. crime as innate
 1. physical
 - (a) kinds of physique
 - (b) result of glands
 - (c) color of skin
 2. psychological
 3. moral
 - b. crime resulting from bad companions
 1. differential association
 - c. crime as a result of the environment
 1. poverty
 2. slums
 3. ethnic background
 4. anomie

2. Brief description of kinds of treatment responses to the theories discussed above
 - a. counseling
 - b. group therapy
 - c. education
 - d. vocational training
 - e. probation
 - f. parole
 - g. community programs

- D. The role of the jailer in relation to crime and the criminal:
 1. Support of the formal process of dealing with crime and criminals
 2. Concern for the constitutional rights of the accused; innocent until proven guilty
 3. Responsibility for the welfare of prisoners
 4. Protection of society by safekeeping of prisoners
 5. Responsibility for protection of fellow staff members by adherence to security procedures

- E. The relation of the jail to the criminal justice system:
 1. The jail as the entry point into the system
 2. Relation to the police
 - a. the jail as the passive recipient of local arrest policies
 - b. coordinating investigative interviews
 - c. transfer of prisoner from police to jurisdiction of the jail
 3. Relation to the courts
 - a. service function: bringing prisoners to court appearance
 - b. coordination of bail procedures
 - c. distribution of prisoners according to court decisions
 - d. protective custody
 4. Relation to corrections
 - a. notification of probation or parole violators
 - b. detainers by corrections departments
 - c. preparing prisoners for transfer to prison
 1. orientation
 2. notification of family
 3. transportation responsibility
 - d. sentence serving function
 - e. correctional function

II. JAIL OPERATIONS

RATIONALE

The operation of a jail is a complex interrelationship of functions, which, taken individually, are relatively simple. The new employee is faced with the task of learning the various tasks, usually on the job. This is an inefficient method and results in a compartmentalization of the various tasks. The result is that the individual is capable of doing his particular task but has difficulty relating it to other tasks around him. More important, there is no assurance that he knows or will know all the tasks that he may be called upon to perform. To be fully trained, the jailer must be capable of functioning effectively in any position in the jail. He must also have a grasp of the reasons for certain procedures, and the underlying principles that support them, whether they are in treatment, program or security.

This chapter is not simply an instruction on how to perform certain tasks. Included with each task is the rationale and the principles which determine how the task should be accomplished. For example, the shakedown of a prisoner is basically a mechanical process and if one learns the steps of the procedure, it can be accomplished quite simply. However, the shakedown is also a point of contact between the jailer and the prisoner. It is a setting where, whether he likes it or not, the jailer is relating to the prisoner. His approach to the task, his attitude, and his performance of the actual search and the resulting physical contact are all factors that enter into the search

situation. The ramifications of poor search procedure are evident in the areas of security, development of prisoners' attitudes to staff, and to treatment procedures. When viewed in this light the shakedown is not a simple isolated event but an important function.

GUIDELINES FOR THE WRITERS

Examples give writing credibility. They will assist the student in identifying with the goals and problems, and help to clarify the principles and procedures that are discussed. Below is a list of the examples that should be included in the writing. Whenever possible, the writer should try to indicate situations which have resulted in legal problems: law suits, compensation claims, etc.

II. JAIL OPERATIONS

1. Examples of confinement orders - illegal, questionable, legal. Examples of situations where confinement was illegal or questionable.
2. Examples of good and bad personal property inventories. This should include examples of the way items are described.
3. Examples of good and bad accident reports. Examples of good accident reports are those that contain all the information and description necessary for a clean picture of the accident.

A poor accident report will contain vague statements; omissions of critical information. It would be very helpful to have an example of an inadequate accident report that was used in a court suit or compensation claim.

4. Examples of incidents that have occurred as a result of poor strip searches (show where lapses occurred and kinds of items brought in).
5. Descriptions of kinds of jail clothing used in jails in your area.
6. Examples of incidents that have occurred because of absence of, or improper housing for females and juveniles.
7. Examples of valid, invalid and questionable release forms - also include suggestions for a standardized form.
8. Examples of incidents that occur during shakedowns that indicate good and bad relationships between jailers and prisoners.

Examples in this area may be difficult to find. However, any description of good and poor ways to behave toward a prisoner during a shakedown would be useful.

9. Examples of the consequences of poor or incomplete cell search -- indicate where lapses are likely to occur.

10. Examples of poor cell search procedure and resulting consequences.
11. Examples of good and bad count procedures.
12. Examples of good and bad tool control (we are interested in unusual systems, too).
13. Examples of good and bad key control (particularly those systems which are unusual).
14. Examples of methods of controlling and dispensing drugs -- good and bad methods.
15. Examples of good and bad methods of transporting prisoners (indicate where lapses can occur).
16. Examples of incidents that have occurred because of poor weapons control -- also, examples of poorly located arsenals.
17. Examples of problems that have occurred because of misuse of TV monitors.
18. Examples showing correct and incorrect use of gas and consequences of mistaken or inappropriate use.
19. Examples of emergency situations (escapes, fires, disturbances, medical emergencies) that were mishandled because of a lack of emergency plans; poorly administered plans; or poor training and lack of knowledge of the plans.

Examples of good and poor emergency plans.

II. JAIL OPERATIONS

A. The jailer's responsibility in jail operations:

1. Responsibility to support management

- a. understanding, accepting and carrying out policies and programs of the administrator
- b. refraining from illegal acts
- c. communication upward

2. Responsibility to other staff members

- a. effective job performance contributes to other staff tasks
- b. the need for lateral communications

B. The jailers role in the jail program:

1. Significant components of program support

a. communication

(1) verbal

- a) positive comments about program
- b) encouraging prisoner participation

(2) non-verbal

- a) maintaining schedules
- b) eliminating barriers to prisoner participation
(paper work, over-security classifications, faulty evaluation of prisoners, etc.)

b. Coordination

- (1) job must be viewed in terms broader than job description
- (2) jailer must assume that personal safety includes safety of other personnel
- (3) must accept the fact that what is occurring throughout the jail in terms of program and operations is everyone's concern.

2. Program participation

a. Selecting prisoners for programs

- (1) individual or committee evaluation
- (2) contributing to evaluative decision making by reports of observations

b. feedback of program results

- (1) prisoner morale
- (2) prisoner management and control
- (3) personnel reactions
- (4) administrative problems
- (5) contributions at own expertise to programs

C. The role of program specialists:

1. The need for specialists in the jail program
2. Kinds of specialists and their function
 - a. psychiatrist
 - b. psychologist
 - c. social workers

D. Factors influencing operations and programming:

1. Population characteristics influence security
 - a. age of population
 - b. kinds of offenses
2. Program development is a response to the needs of the population
 - a. education
 - b. vocational training
 - c. counselling and therapeutic techniques
3. The characteristics of the jail population indicate a need for differential handling and programming. A jail that has drunks as the major offense group will have a different program and somewhat different routine (and different problems) than one that has a predominance of young prisoners who are charged with felony type offenses.

E. Evaluation and security classification:

1. Kinds of security classifications
2. The objectives of evaluation
3. Factors in evaluation
 - a. present behavior
 - b. known past behavior
 - c. community ties
 - d. past known record
 - e. present charge
 - f. detainers

F. Security procedures:

1. Admission: Receiving the prisoner

a. checking the confinement order

- (1) responsibility for legality of confinement order
- (2) when can a prisoner be accepted or refused admission
- (3) admitting juvenile prisoners

b. personal history

- (1) basic information needed
- (2) legal limits on questions that can be asked

c. listing of correspondents and visitors

- (1) signing the censoring agreement
- (2) advised on writing and visiting regulations

d. strip search

- (1) rationale
- (2) method

e. identification

- (1) prints
- (2) pictures
- (3) notification of FBI

f. medical examination

- (1) medical history (importance of)
- (2) description of injuries
- (3) examination for lice

g. inventory of personal property

- (1) the importance of inventory
- (2) the need for adequate description of items
- (3) receipts
- (4) methods for providing adequate safekeeping

h. bathing and grooming

- (1) rationale for bathing prisoners
- (2) the need for an attempt at dignity of the individual
- (3) grooming: the problem of standards
- (4) legal issues in grooming

i. clothing issue

- (1) rationale for jail clothing
- (2) kinds of jail clothing

- j. housing assignment indicators
 - (1) security classification
 - (2) behavior problem
 - (3) physical condition
 - (4) age
- k. housing for juveniles
 - (1) separation from adults
 - (2) adequate space for study and recreation
 - (3) separation from other juveniles
 - (4) legal issues in housing of juveniles
- l. housing for female prisoners
 - (1) complete separation from male prisoners and staff
 - (2) other special housing requirements
- 2. Releasing the prisoner
 - a. kinds of releases
 - (1) bail
 - (2) completion of sentence
 - (3) transfer to other institution
 - (4) dismissal of charges
 - (5) surrender to detainer from other jurisdiction
 - (6) transfer to hospital for treatment
 - (7) temporary release
 - a) funeral
 - b) other special occasions
 - b. proper identification of prisoner before release
 - c. return of personal property
 - (1) checking of property receipts against property items
 - (2) signing of property release form
- 3. Control of contraband
 - a. definition of contraband
 - b. methods of contraband control
 - (1) shakedown
 - a) reasons for shakedowns
 - b) when and where shakedowns should be conducted
 - c) description of shakedown procedure
 - 1. strip search
 - 2. frisk

- (2) cell search
 - a) rationale
 - b) procedure
- (3) control of packages
- (4) control of money
- (5) other saleable items
- 4. Counting prisoners
 - a. general principles
 - b. cell block counts
 - c. dormitory counts
 - d. work party counts
- 5. Tool control
 - a. supervision of tool use
 - b. issue of tools
 - c. shadow board
- 6. Key control
 - a. some general principles
 - (1) number of keys
 - (2) up to date key inventory
 - (3) separation of interior from exterior keys
 - b. key issue and control system
- 7. Control of drugs and medications
 - a. centralizing responsibility for drug control
 - b. inventory of drugs
 - c. issuing of drugs
 - d. supervising the taking of drugs
- 8. Transportation of prisoners
 - a. use of restraint equipment and circumstances of their use
 - (1) cuffs
 - (2) chains
 - (3) leg irons
 - (4) straight jackets
 - (5) gags
 - b. procedure for prisoner transportation
 - (1) via auto
 - (2) via plane
 - (3) via train
 - (4) walking

9. Control of weapons

- a. reasons for keeping weapons out of jail
- b. definition of weapons
- c. controlling the admission of guns into jail
 - (1) gun check-in point
 - (2) notify visitor (and law enforcement person) that guns must be checked in
- d. no exceptions

10. Sanitation

- a. importance of high sanitation standards in the jail
- b. the responsibility of the jailer for sanitary conditions
- c. cell feeding as a factor in sanitation problems
- d. food control in central feeding as a factor in sanitation

11. Security equipment

- a. the use of mechanical devices in achieving security
 - (1) closed circuit TV
 - (2) safety vestibule
 - (3) security telephones
 - (4) metal detectors
 - (5) buzzers
- b. security equipment is absolutely no substitute for employee alertness and adherence to good procedure

12. Emergency plans

- a. the need for emergency plans in the jail
- b. the responsibility of the jailer for familiarity with emergency plans
- c. kinds of emergency plans
 - (1) escapes
 - (2) fires
 - (3) disturbances
 - (4) riots
 - (5) civil defense
- d. testing of emergency plans
- e. legal responsibility for safety of prisoners

13. Maintenance

- a. the jailer's role in preventive maintenance
- b. maintenance, inspections and the prevention of escapes
- c. the importance and the economics of preventive maintenance

III. JAIL CLIMATE

RATIONALE

A better understanding of the emotional consequences of confinement is necessary if the jailer is to be successful in controlling prisoners. Initial confinement can be a traumatic experience. Even for the experienced prisoner, the initial stages can be emotionally charged. The first impression of the physical environment of the jail, and the attitudes of the personnel receiving him can influence the way he will behave and how he will respond to the jail program. The admission process may appear to be a mechanical procedure to the jailer. To the prisoner it is a time when his identity is systematically taken away from him. It is the time when he is transformed from a private citizen (perhaps a poor one or a drunken one) to a prisoner. The transformation that takes place is in addition to the initial reaction to entering the jail. The adjustment to a new role and a lower status is a difficult one and is not uniformly successful. To some extent the impact of this change can be lessened by the use of methods that will permit the prisoner to retain as much personal dignity as is possible.

During confinement the total atmosphere of the jail is a contributing factor toward the prisoner's adjustment. This total atmosphere is the jail climate. It is the final result of a number of factors. For example, the way staff members relate to each other will have some bearing on the way they relate to prisoners. Employees that are self-confident, and who demonstrate respect for each other will be more effective in supervising prisoners and in achieving order. A jail that is run with reasonable rules and rational procedures,

will have a high probability of eliciting a reasonable response from prisoners. Jail climate is also made up of factors such as the quality of the food, the extent of the medical services and the insistence on high standards of housekeeping.

GUIDELINES FOR THE WRITERS

Examples give writing credibility. They will assist the student in identifying with the goals and problems, and help to clarify the principles and procedures that are discussed. Below is a list of the examples that should be included in the writing. Whenever possible, the writer should try to indicate situations which have resulted in legal problems: law suits, compensation claims, etc.

III. JAIL CLIMATE

1. Examples of poor attitudes of jail personnel at time of admission that might have influenced negative reactions on part of prisoners.
2. Examples of kinds of things jailers say to prisoners and among selves that are negative factors in jail climate, good examples of positive climate and factors influencing it would also be helpful.

III. JAIL CLIMATE

A. The emotional consequences of confinement:

1. The jail as a place of status transition

- a. the citizen as prisoner
- b. the process of changing identity
 - (1) mortification as a part of the admission process
 - (2) the results of helplessness
- c. reactions to status change

B. Stress as a factor in prisoner behavior:

1. The concept of critical times

- a. the impact of a situation where there is a rapid change in environment
- b. the point where the accumulation of frustration or hostility breaks through; the straw that broke the camel's back situation.

2. Factors contributing to jail climate

- a. self confident staff
- b. effective jail leadership for climate development
- c. positive staff attitudes toward job, inmates and each other
 - (1) tone of voice used
 - (2) use of language
 - (3) use of forms of address to inmates and each other
- d. good food
- e. rational procedures
- f. clean surroundings
- g. responsive medical services
- h. relation of jail to the community
- i. accessibility to community services
- j. published rules and regulations
- k. operating an open institution

IV. PRISONER MANAGEMENT AND CONTROL

RATIONALE

Rules and regulations, mechanical security devices and the development of procedures for effective surveillance augment but are not a substitute for effective supervision. Whatever procedures or processes may be instituted in a jail, whatever the techniques that may be used, human relationships are involved. The way these relationships are developed and used will affect the security of the jail and the extent of prisoner control.

PART I: PRISONER SUPERVISION

The problem of getting people to do their required tasks is a problem that confronts every supervisor. That it is a problem is evident from the strong emphasis that is placed on the teaching of supervisory techniques in business, industry and government. It is no less a problem in the jail. The problem is compounded by the fact that the prisoner represents a reluctant worker. He is not happy with his lot, often very disturbed by his situation and unquestionably resentful of his status. Under the conditions of confinement it would seem that special kinds of supervisory techniques are necessary. This is not the case. The same techniques used to supervise the normal worker can be used in the jail. An understanding of the basic principles of supervision and their application can be implemented in the jail with little if any modification. Perhaps supervision of prisoner activities may require more sensitivity on the part of the jailer. However, it is possible to demonstrate that an industrial supervisor needs equal sensitivity when dealing with a hypersensitive employee who belongs to a hypersensitive union.

The environment where the supervision takes place is an important factor in the development of supervisory techniques. Obviously there is a need to rely on modifications of supervisory principles when dealing with prisoners in cell blocks, dining rooms, and visiting rooms. These modifications are based on the custodial requirements and the situation in which the supervision takes place. Here we are not referring to work supervision but behavior supervision. To some extent the differences are slight but they are significant.

GUIDELINES FOR THE WRITERS

Examples give writing credibility. They will assist the student in identifying with the goals and problems, and help to clarify the principles and procedures that are discussed. Below is a list of the examples that should be included in the writing. Whenever possible, the writer should try to indicate situations which have resulted in legal problems: law suits, compensation claims, etc.

IV. PRISONER MANAGEMENT AND CONTROL

PART I - PRISONER SUPERVISION

1. Examples of ways that poor supervision can result in loss of control of the jail.
 - (a) Examples of the consequences of permitting con bosses.
2. Example of work situations involving inadequate direction (poor communication between jailer and prisoner) inadequate directions, poor explanation of how and why the job should be done.
3. Examples of good supervisory techniques (i.e. reacting to prisoners' individual differences - day to day differences as well as personality).
4. Examples of good and poor housekeeping conditions in specific jails.
5. Examples of unusual jail architecture that contributes to difficulty in housekeeping.
6. Examples of architecture that makes good supervision difficult (i.e. cell block construction where prisoners can see guard at all times, or can easily get the word of guard's approach).
7. Examples of specific dining room rules.

Examples of problems that have arisen because of poor serving line supervision.
8. Examples of the way sick call is managed in specific institutions.

9. Examples of unusual visiting facilities, especially in small jails.

Examples of unusual incidents which have occurred in visiting situations and explanation of how they were handled.

10. Examples of situations in which poor supervision, poor selection and poor housing have resulted in escapes, introduction of contraband, etc., by trustees.

IV. PRISONER MANAGEMENT AND CONTROL

PART I - PRISONER SUPERVISION

- A. The objectives of supervision in the jail:
 - 1. To develop a proper climate by the use of effective human relations
 - 2. To assure an orderly environment
 - 3. To get prisoners to do what is desired
 - 4. Safety and safekeeping of prisoners
 - 5. Developing expectations
- B. The importance of prisoner supervision:
 - 1. The jailer's responsibility for prisoner welfare
 - a. control of jail is maintained by effective supervision
 - b. jailer cannot delegate responsibility to prisoners
 - c. jailer's responsibility for planning work and setting standards
 - 2. Supervision of prisoners by other prisoners
 - a. con bosses
 - b. sanitary committees
 - c. trustees
- C. Basic principles of prisoner supervision:
 - 1. Definition of supervision
 - 2. Similarity of supervisory methods in jail and in free society
 - a. the teaching function of supervision
 - b. the element of choice
 - 3. Surveillance as a method of supervision
 - a. mechanical
 - b. personal
 - 4. Individual differences
 - a. the need for a varied approach in:
 - (1) giving orders
 - (2) giving instruction
 - (3) evaluating performance
 - b. differential reactions to confinement

5. Communication

- a. creating expectations through communication
- b. communicating methods and procedures
- c. clarity in verbal communication
- d. the function of written rules and regulations in creating expectations

6. Use of incentives

- a. television
- b. recreation
- c. restoration of lost good time
- d. favorable reports to sentencing judge

D. Supervision of prisoner activities:

1. Supervision of work details

- a. planning the work
- b. defining objectives
- c. distributing and control of tools
- d. evaluating results

2. Supervision of housing units

- a. setting housekeeping requirements
- b. maintaining order

3. Dining room supervision

- a. the need for dining room rules
- b. supervising the serving line
- c. control of arguments or fights
- d. control of utensils

4. Supervision of sick call

- a. coordinating with the physician
- b. supervising taking of drugs
- c. records

5. Supervising visiting

- a. the importance of visiting for prisoner's morale
- b. physical facilities as a determining factor in supervision
 - (1) telephone and wire mesh
 - (2) table separation
 - (3) minimum security
- c. establishing levels of permissible behavior where contact is permitted or possible

- d. level of surveillance and monitoring
 - (1) social visits
 - (2) professional visits
 - a) lawyers
 - b) clergy
- 6. Supervision of trusties
 - a. selection of trusties
 - (1) the use of sentenced and unsentenced prisoners
 - (2) evaluation for:
 - a) security
 - b) work habits
 - c) behavior in confinement
 - b. kinds of assignments
 - c. limitation of responsibility
 - d. housing
- 7. Supervision of prisoner outside the jail
 - a. general considerations
 - (1) orientation of the prisoner as to his responsibilities if taken under escort to public places
 - (2) jailer who is escorting prisoner must be fully aware of the impression he makes in public
 - (3) clear understanding on part of both prisoner and jailer of each others expectations regarding the situation
 - (4) kinds of supervisory situations outside of jail:
 - a) court appearances
 - b) funerals
 - c) work release and study release
 - 1. the need for discretion in contact with employer or teacher
 - 2. the importance of useful contacts rather than routine surveillance
- 8. Supervision during religious activities
 - a. restricting movement of prisoners after services
 - b. need for separation from visitors
- 9. Supervision of recreation
 - a. the use of organized activities
 - b. control of equipment
 - c. the use of inmates as umpires and referees
 - d. the participation of personnel in the recreational activities of prisoners (not a good idea)

10. Supervision of juveniles
 - a. close supervision required to prevent self inflicted injury
 - b. prevention of fights between juveniles
 - c. exploitation by older or larger youth
11. Supervision of females
 - a. all activities should be supervised by a matron

PART II. DISCIPLINE

It is doubtful that any word is subject to greater misinterpretation than the word discipline. For the majority it very distinctly means punishment. To some it means the unquestioning obedience to orders. In reality it is a more complex term than the above definitions would imply. If the jail is to be a first step in a meaningful experience then the procedures and the personnel must reflect disciplinary objectives. In other words, the objective must be to assist the prisoner to develop self control. This is, after all, what correction is all about. The methods of achieving self discipline are basically instructive. Both the positive methods and the punitive methods must be instructive if the objectives of discipline are to be achieved. This does not provide an easy rationale for the use of punitive techniques. Rather it places a burden on the jail personnel to make the use of punishment an instructive experience. It is not enough to punish someone, it is not sufficient that one learn what to avoid; he must also be given the opportunity to learn what to do instead.

The response of the jailer to infractions of jail rules requires a sensitivity similar to that required for supervision. To some extent similar principles apply where informal correction is involved. For more serious infractions, the process of reporting details, determining guilt and assigning punishment has been formalized. The element of personal involvement is the outcome has been eliminated, and the punitive aspects of discipline in the jail are a microcosm of the criminal justice system that was discussed in chapter one.

The mechanical aspects of writing reports of rule infractions are important. The jailer needs to know how reports should be submitted and the importance of documentation. More important he needs to know what constructive discipline is, its objectives, and how it functions in the jail.

GUIDELINES FOR THE WRITERS

Examples give writing credibility. They will assist the student in identifying with the goals and problems, and help to clarify the principles and procedures that are discussed. Below is a list of the examples that should be included in the writing. Whenever possible, the writer should try to indicate situations which have resulted in legal problems: law suits, compensation claims, etc.

IV. PRISONER MANAGEMENT AND CONTROL

PART II. DISCIPLINE

1. Examples of rules for prisoner behavior used in various jails.
2. Examples of legal problems that have arisen from disciplinary situations.
3. Examples of situations which have called for informal methods of handling rule infractions.
4. Wide variety of examples of formal disciplinary reports.
5. Examples of various kinds of disciplinary situations and ways in which jailers handled them as they developed.

A. Discipline:

1. Definitions

- a. instruction designed to train in proper conduct
- b. punishment as a means of training

2. Positive discipline as the process resulting in self control

- a. in order for person to control his behavior he must have the opportunity to learn how
- b. self control is the ability to organize behavior in order to achieve a goal
- c. positive discipline results in control from within

3. Negative discipline is external control

- a. punishment results from engaging in behavior defined as objectionable by others
- b. punishment defines what is unacceptable but does not provide alternatives

4. The jailer's responsibility for discipline

- a. individual responsibility for aiding prisoners in achieving self control

- (1) supervisory function of jailer
- (2) teaching function of jailer

b. limitations on jailer for punishment

1. the need to avoid individual punitive response
 - a) can result in meeting individual needs of those imposing punishment
 - b) lack of consistency of standards of enforcement results in conflicting expectations and confusion in learning
2. legal limits of punishment require an impersonal formal approach
 - a) forfeiture of good time
 - b) use of solitary confinement

B. Disciplinary procedures:

1. The purpose of rules and regulations

- a. rules are a method of making expectations explicit
- b. rules inform the prisoner what he can and cannot do
- c. rules give jail personnel a standard by which to judge prisoner behavior

2. In the interest in developing positive discipline, rules should be stated in such a way that they tell prisoners how to behave rather than how not to behave.
3. Informal methods of handling rule infractions
 - a. kinds of situations calling for informal disciplinary methods
 - (1) violation of rules that do not affect security of jail or safety of other prisoners or staff
 - (2) volatile situations not covered by specific rules
 - b. on the spot correction
 - (1) calling behavior to man's attention
 - (2) explain why unacceptable
 - (3) point out correct behavior
 - (4) advise that repetition will not be tolerated
 - (5) issue warning if necessary
 - (6) report should be made for the record
4. Formal method of handling rule infractions
 - a. formal method is an organized procedure for handling rule infractions
 - (1) written charges
 - (2) quasi judicial hearing
 - b. when to write a formal report
 - (1) rule violated or behavior indulged in endangered the security of the jail; was a threat to the safety of staff or prisoners, or was a violation of the law
 - (2) persistent negative behavior in the face of numerous warnings
 - c. what the formal report should contain
 - (1) the name of the prisoner
 - (2) the rule or law violated
 - (3) time and place
 - (4) a complete description of the prisoner's behavior
 - (5) location of reporting jailer at the time
 - (6) other witnesses
 - (7) what the reporting jailer did in response to behavior (called for assistance if; ordered prisoner to stop, etc.)
 - (8) response of prisoner to jailer's orders
 - (9) if behavior has been persistent, jailer should indicate previous warnings given
 - (10) signature of reporting officer

5. Documentation of disciplinary actions

- a. all disciplinary actions that result in restrictions or other punishments being imposed on a prisoner should be documented
- b. documentations should be as complete as possible so that there will be no questions of what was done and why
- c. increased concern by courts in the rights of prisoners makes this documentation necessary
- d. although the chief administrator is responsible for the actions of jail personnel, the originator of the disciplinary report has a responsibility for documentation

6. The application of punishments

- a. the punishment should be related in some way to the infraction
 - (1) abuse of writing can result in the restriction of writing
 - (2) passing of contraband during visiting can result in loss of visits with certain persons
 - (3) fighting and other evidence of inability to get along with others can result in restricting association with prisoners
- b. punishment should not be excessive or it loses the point it is trying to make
- c. punishment should be selective and take into consideration the prisoner, his circumstances, and any special problems that may have influenced his behavior
- d. kinds of punishments that are appropriate:
 - (1) restrictions of:
 - a) visiting
 - b) correspondence
 - c) recreation
 - (2) segregation
 - (3) loss of good time where applicable
 - (4) loss of TV
 - (5) diet restrictions

7. Suggestions for use in disciplinary situations

- a. avoidance of public censure
 - (1) reprimands should be given in private; avoid audiences
 - (2) an audience may cause situation to escalate
 - a) prisoner may react with hostility to what may be defined as public ridicule
 - b) prisoner may play the crowd
 - c) crowd may encourage prisoner or heckle jailer

- b. jailer should strive for an impersonal approach
 - (1) although behavior may have been displayed for jailer's benefit, he must view it as an infraction of rules
 - (2) emotionalism implies a loss of control and sets a poor example to prisoner
 - (3) jailer's emotionalism can trigger increased reactions
- c. jailer should never threaten prisoner with consequences
 - (1) jailer must never make promises he cannot keep
 - (2) the reporting of infractions and the judgement functions are separate
- d. use punishment sparingly
 - (1) narrow interpretation of rules leaves little room for error on part of prisoner
 - (2) punishment that is over used loses its effectiveness

8. Control of prisoners in special situations

- a. the violent prisoner
 - (1) protecting staff and other prisoners
 - (2) recommended methods of physically subduing the violent prisoner
 - (3) place and time for physical confrontation
 - (4) housing requirements
- b. the prisoner who refuses to eat
 - (1) reaction of the jailer is as important as what he does (avoiding anxiety)
 - (2) hospitalization and medical supervision of fasters
 - (3) forced feeding - a life saving device or medically sanctioned assault?
- c. the passive uncooperative prisoner
 - (1) this type is an example of the jailer's limitations in terms of what he can make a prisoner do
 - (2) the use of punishments
 - (3) housing requirements
- d. the extreme security risk
 - (1) supervision as a security measure
 - (2) housing requirements

C. Legal issues in discipline:

- 1. The differential application of discipline to:
 - a. sentenced prisoners
 - b. unsentenced prisoners
 - c. safekeeping prisoners
 - d. juveniles

2. Limits on the use of solitary confinement and diet restrictions
3. Documentation where any restraint or force is used

V. SPECIAL PRISONERS

RATIONALE

On any given day the jailer receives persons who differ widely in background, temperament, emotional stability and physical condition. Faced with an array of individuals with a bewildering variety of needs, the jailer cannot help but be confused about the limits of his responsibility and about the proper response necessary to handle the problems the prisoners bring with them to the jail. Too often lacking any training or information the jailer hides his confusion with indifference, callousness, or hostility.

Although the jailer is not expected to be a medical expert or diagnostician, he must have a working knowledge of certain physical and emotional symptoms. This means that he must know, for instance, that not all persons who stagger are drunks and that there are good reasons for immediate medical referral in such cases.

Typically, people respond with anxiety when faced with situations where they have misinformation or inadequate knowledge. This is especially true for the jailer who is faced with the supervision of the drug addict, the mentally ill, the homosexual and the suicide risk. It is therefore necessary that the jailer be given basic information about these conditions and about how each one imposes special supervisory requirements.

Of equal importance is the need for the jailer to learn to discriminate between different kinds of behavior, and to develop the ability to describe the behavior he sees. The jailer must become an initiator of referrals and to a great extent an assistant to the medical staff. His role must therefore be made clear and his responsibilities sharply defined.

GUIDELINES FOR THE WRITERS

Examples give writing credibility. They will assist the student in identifying with the goals and problems, and help to clarify the principles and procedures that are discussed. Below is a list of the examples that should be included in the writing. Whenever possible, the writer should try to indicate situations which have resulted in legal problems: law suits, compensation claims, etc.

V. SPECIAL PRISONERS

1. Examples of consequences arising from improper handling of special prisoners: (lack of referral, inappropriate housing, inappropriate use of restraint, lapses in supervision).
 - a. drunks
 - b. mentally ill
 - c. drug addict
 - d. homosexuals
 - e. suicide risks
 - f. diabetics
 - g. injured prisoners
 - h. epilepsy
2. Examples of kinds of attitudes on part of jailers toward prisoners which influenced improper handling and abuses (fear, indifference, hostility).
3. Examples of ways prisoners have reacted as result of poor staff attitudes toward them.
4. Examples of ways prisoners manage to avoid taking medication, obtain drugs, etc. - Methods of supervision to insure that these do not occur.

V. SPECIAL PRISONERS

A. The need for a special prisoner classification:

1. Admission: Should prisoner who is in obvious need of medical care be admitted to the jail?
 - a. the unconscious
 - b. the drunk
 - c. person under the influence of drugs
 - d. the wounded or injured prisoner
2. Once admitted the special prisoner poses unique problems for the jail administrator
 - a. medical care
 - b. special housing
 - c. supervision
3. Special prisoners emphasize the need for some diagnostic capabilities by staff
4. The need for coordination with other community agencies
5. The problem of staff attitudes
 - a. anxiety in the face of the unusual is an excellent reason for information on special prisoners
 - b. negative reactions toward some special prisoners due to misinformation
 - (1) drunks
 - (2) epileptics
 - (3) homosexuals
 - (4) suicides

B. Responsibility for medical care:

1. On the administrative level
2. On the supervisory level
 - a. responsibility for diagnosis and prescription of drugs
 - b. responsibility and limitations of the jailer

C. The need for documentation:

1. Medical reasons
 - a. medical staff needs information for diagnostic and treatment purposes
 - b. must have baseline to determine what changes have occurred since admission

2. Legal reasons

- a. in case of death, jail should be able to produce documentation of the man's condition and subsequent treatment.
- b. jail should be able to show documentation of why certain decisions affecting the prisoner were made

D. The drunk:

1. Physical exam at admission

- a. similarity of symptoms to other conditions
 - (1) concussion
 - (2) diabetic coma

2. Medical care

- a. emergency care for DT's
- b. diet needs

E. The mentally ill:

1. The responsibility of the jailer for identification of mentally ill

- a. observing behavior
- b. accurate description
- c. immediate referral

2. Housing the mentally ill prisoners

3. Supervision

4. Use of restraints

F. The drug addict:

1. Identification at admission

- a. by interview
- b. by physical examination

2. Medical needs of drug addicts

3. Housing requirements

4. Supervision

- a. medical
- b. custodial

G. The homosexual prisoner:

1. Problem of identification
2. Housing assignment
3. Custody classification
4. Supervision

H. The potential suicide risk:

1. Guidelines for evaluating and identifying the suicide risk
 - a. emotional upset
 - b. withdrawal --non-communication
 - c. depression
 - d. the threat of suicide
 - e. insomnia
2. The attempted suicide
 - a. can the sincerity of the attempt be questioned
 - b. should be treated similar to other suicide risks
3. Management of suicide risks
 - a. close surveillance
 - b. immediate referral
 - c. special clothing
 - d. special housing
 - e. use of buddy system

I. Diabetics:

1. Similarity to drunk behavior
2. Medical supervision
3. Supervision of diet

J. Injured prisoners:

1. Head wounds
2. Casts and good housekeeping

K. Epilepsy:

1. Need for medical referral
2. Control and supervision of medication
3. Aid during seizure

VI. JAIL MANAGEMENT

RATIONALE

The jail can be viewed in two ways: the narrow function it serves and the broad functions it could assume. The first is necessary if only to develop a point of departure; to establish where the jail as a community institution stands now. The second is an exercise in demonstrating the jail's full potential. The jail administrator must be aware of both functions so that he can assess his jail and plan his objectives.

The functions of the jail administrator are not unique, they are applicable to any administrative position. The scope of these functions is greater than the treatment given in this chapter. However, only those functions considered to be of major significance are discussed.

The jail administrator has a responsibility for the development of procedures that provide the basis for the implementation of a wide array of tasks. He must also provide the objectives of and the rationale for those tasks.

The tasks parallel those discussed in the chapter on jail operations. The emphasis here, however, is on defining objectives and developing alternative models where applicable. The information provided in this section should prepare the jail administrator to formulate objectives, develop plans, provide the rationale for various jail procedures and coordinate the efforts of his jail staff.

VI. JAIL MANAGEMENT: PART I

- A. The basic function of the jail:
 - 1. Pre-trial detention
 - 2. Short term confinement
- B. Other possible functions:
 - 1. Screening and referral
 - a. physically ill
 - b. mentally ill and emotionally disturbed
 - c. communicable diseases
 - 2. Diagnostic services to the courts
 - a. reports on adjustment in jail as an aid to sentencing
 - b. development of testing and evaluation services
 - 3. Out-patient services to probationers and parolees
 - a. providing counseling
 - b. temporary shelter for those needing such assistance
 - c. providing space for group meetings of probation and parolees for AA and other such activities.
 - 4. Social indicators
 - a. jail population characteristics and changes
 - b. interpretation of crime trends
 - c. location of areas in community of social disorganization
- C. Problems in jail administration:
 - 1. An overview based on the Crime Commission report
 - a. personnel
 - b. physical plant
 - c. confinement of juveniles
 - d. financing
 - 2. Responsibility for change
 - a. the chief administrator
 - b. supervisory board
 - c. the community
- D. The functions of the administrator:
 - 1. Defining objectives
 - 2. Planning and evaluation
 - 3. Decision making
 - 4. Communication
 - 5. Delegation of authority
 - 6. Inspections

VI. JAIL MANAGEMENT: PART II

A. Fiscal management:

1. Budgeting and program planning

a. review and analysis of existing programs

- (1) are existing programs consistent with objectives
- (2) have program objectives been met
 - a) expenditure of funds as planned
 - b) hiring of personnel
 - c) number of persons served

b. determination of deviation from planned objectives

- (1) review of previous estimates and comparison with final outcome
- (2) determination of factors that contributed to the deviation

c. planning future objectives and program goals

- (1) deviation from planned objectives as an indicator of new objectives
- (2) changing needs as indicators
- (3) accomplishment of planned objectives may result in new objectives

d. estimate resources required to accomplish goals set or meet program needs

- (1) cost of services or material
- (2) estimated number of persons to be served
- (3) estimated number of personnel required

e. determining alternative methods of accomplishing objectives

- (1) reallocation of current personnel
- (2) substitution from existing supplies
- (3) search for resources that will not require funding
- (4) alteration or repair as an alternative to replacement

f. selecting and incorporating in the budget document the best alternative expressed in terms of manpower, money, and material

B. Personnel administration:

1. Developing qualifications

- a. analysis of tasks
- b. setting standards

2. Recruitment methods

3. Evaluating applicants

4. The probationary period as a training and evaluating tool
5. Assignment of personnel
6. Rotation of posts
7. Job satisfiers
 - a. promotion
 - b. pay
 - c. training
 - d. quality of supervision and leadership
 - e. program participation
 - f. recognition

C. Staff training:

1. The objectives of training
 - a. instruct new employees
 - b. improve performance of old employees
 - c. train in new procedures
 - d. develop training readiness and prepare for change
2. Selection of training officer
3. Determining training needs
 - a. incident reports as indicators
 - b. development of new objectives as indicators
 - c. performance ratings by supervisors
4. Establishment of training record
5. The participation of the administrator in training

- A. The function of the administrator in management of jail operations:
 1. Setting policy
 2. Developing written rules and regulations
 3. Establishing procedures
- B. The components of an evaluation and classification system:
 1. Objectives
 - a. evaluation for security
 - b. evaluation for behavior problems
 2. Implementation
 - a. classification designations should be minimal
 - b. procedure should be simple and administered by few staff members
 - c. security designations should be capable for review
- C. Security procedures:
 1. Admission
 - a. need for policy statement on admission procedures
 - (1) interpretation of laws where applicable
 - (2) designate admissions officer
 2. Personal history
 - a. use of forms as a means of controlling legal limits on questioning
 - b. defining objectives for use of information
 - (1) security classification
 - (2) program development
 3. Identification
 - a. designation of identification officer
 - b. kinds of equipment and its utility
 - c. notification procedures: reports to the FBI
 - (1) advantages for identification purposes
 - (2) contributions to a nationwide reporting system

4. Correspondence

- a. purpose of correspondence
- b. methods of control
 - (1) inspection agreements
 - (2) limits on letter writing
 - a) social
 - b) business
 - c) privileged
- c. censorship methods
 - (1) spot checking
 - (2) logging mail in and out
- d. other kinds of communication
 - (1) phone calls
 - (2) telegrams

5. Visiting

- a. purpose
- b. kinds of visiting arrangements
- c. advantages of the various kinds of visiting arrangements
- d. disadvantages

6. Searching prisoners

- a. policy statements on searches
 - (1) who shall be subject to search
 - (2) circumstances under which searches of prisoners are to be conducted
 - (3) kinds of searches to be used
- b. search of visitors
 - (1) legality of searches
 - (2) conditions under which permissible
 - (3) waivers

7. Safekeeping of personal property

- a. defining personal property
- b. determination as to whether to store or mail home
- c. responsibility for stored property (brought in or mailed in)
- d. built in audit and inspection
- e. development of release property forms

8. Housing of prisoners

a. desirability of separating prisoners according to certain criteria

- (1) age
- (2) old and infirm
- (3) security risks
- (4) behavior problems
- (5) degree of criminality

b. housing of juveniles

- (1) desirability of not having juveniles in jail
- (2) complete separation from adults should be an absolute requirement
- (3) avoiding isolation quarters

c. housing of women

- (1) complete separation from male prisoners
- (2) male jailer should not be permitted in women's section without a matron

9. Releasing prisoners

- a. need to develop an efficient release procedure
- b. assigning release to one staff member
- c. review of releasing procedure

10. Control of contraband and other valuable items

- a. definition of contraband
- b. control of contraband
- c. disposition of contraband

11. Control of money

- a. problems created by prisoners having money in jail
- b. prisoner account system
 - (1) handling of funds received for prisoners in mail
 - (2) cash and checks from visitors
 - (3) disbursing money to prisoner on release

12. Developing a policy on grooming and bathing

- a. standards on grooming
- b. legal problems
- c. policy on bathing

13. Counts

- a. purpose
- b. developing a count system

14. Tool control

- a. evaluating the need for tools
- b. use of shadow board

15. Elements of a model key control system

- a. only as many keys as needed
- b. key inventory
- c. accountability

16. Control of weapons

- a. principles of weapons use in the jail
- b. definition of weapons
- c. gun check-in methods
- d. organization and placement of the arsenal

17. TV monitors and communications systems

- a. basic principles
- b. areas of TV monitor optimum use
- c. basic communications systems requirements
- d. use of perimeter guards

18. Use of gas

- a. principles of gas use
- b. restrict use to trained personnel
- c. clear designation of responsibility for decision as to use
- d. documentation

C. Administration of discipline

1. In order to achieve an impersonal application of discipline the person reporting rule infractions should not be involved in deciding on punishment
2. Appointing a disciplinary board
 - a. composition
 - b. responsibility
 - c. review of board actions by the administrator
 - d. record keeping

3. Pre-hearing review of disciplinary reports by the supervisor
4. Administrators responsibility for developing rules of conduct for prisoners
5. Legal issues in discipline

D. Emergency plans: internal, external

1. Escapes
2. Fires
3. Disturbances
4. Riots
5. Civil defense

A. Support services:

1. Medical services

- a. objectives of medical care in the jail
- b. administrative responsibility
 - (1) program development
 - (2) drug control
- c. limitations on staff for diagnosis, prescription and dispensing of drugs
- d. characteristics of the population and their medical needs as a factor in developing the medical program
 - (1) drunk, addict, senile, etc.
 - (2) kinds of injuries of jail population
 - (3) other prevalent medical needs
 - (4) confinement and its influence on medical problems
- e. a model medical program
 - (1) physical plant
 - (2) extent of services
 - (3) staff
 - (4) scheduling
- f. alternative models
 - (1) use of county government medical facilities
 - (2) contract with local medical personnel
 - (3) tie in with teaching hospitals
- g. medical records - documentation of all medical decisions
- h. administration of sick call
- i. administration and control of drugs
 - (1) procedures for dispensing drugs on doctor's orders
 - (2) inventory of drug use

2. Food services

- a. the importance of food in confinement
- b. methods of serving meals
 - (1) cafeteria
 - (2) feeding in cells
 - (3) dayroom feeding
 - (4) use of food carts
 - (5) TV dinners in small jails

- c. use of trusties in serving foods
 - d. inspection of food services by administrator
 - e. personnel needs
 - (1) cook: full time, part time or inmate
 - (2) use of inmates in food preparation
 - a) selection
 - b) physical exams
 - c) supervision
 - f. procurement of supplies
 - (1) the importance of buying quality
 - (2) purchase from state use sources
 - a) bids
 - (3) purchase of quantity
 - a) storage
 - b) delivery on demand
 - c) lease of locker space
 - g. sanitation
 - (1) disposal of garbage
 - (2) control of vermin
 - h. menu preparation
 - (1) need for variety
 - (2) nutritional needs of prisoners
 - (3) suggested methods of menu preparation
 - a) collateral resources
 - b) dietitians, etc.
 - i. special diets
 - (1) holidays
 - (2) religious
 - (3) medical
3. Clothing issue
- a. reasons for use of jail issue clothing
 - (1) simplifies laundry problem
 - (2) method of identifying prisoners
 - (3) diminishes the entrance of contraband

- b. recommended kinds of jail clothing
- c. policy and procedure for clothing change
- d. release clothing

4. Laundry in the jail

- a. a central laundry operation as an industry
 - (1) laundering of jail clothing
 - (2) laundering of other county institution clothing
 - (3) pros and cons of laundry as an industry
- b. use of laundromat in small jails

5. Maintenance

- a. the importance of preventive maintenance
- b. formal inspections and reports
 - (1) safety and maintenance committee
 - (2) organization, composition and function
 - (3) areas of responsibility
 - a) physical plant
 - b) ventilation
 - c) fire prevention
 - d) accident prevention
 - (4) maintenance records

6. Records and reports

- a. purpose of record keeping
 - (1) evaluation of past performance
 - (2) information to be used in future planning
 - (3) documentation of actions taken
 - (4) description of events and incidents
- b. kinds of records
 - (1) admission and figures
 - (2) kinds of offenses of population
 - (3) census information on population
 - (4) program participation information
 - (5) drug use records
 - (6) medical statistics
 - (7) food and material records
 - (8) machine and equipment records
 - (9) disciplinary records
 - (10) releases and bails
- c. kinds of reports
 - (1) annual reports
 - (2) critical incident reports
 - (3) disciplinary actions

VII. JAIL AND COMMUNITY CORRECTIONS PROGRAMS

RATIONALE

The jail is increasingly becoming a focus of program development. The content of these programs will depend on an analysis of a number of factors if irrelevance is to be avoided. It is therefore necessary to review the components of these programs, the objectives, the methods of implementation, and the locus. In some instances, given the nature of the population and the availability of facilities, a program will be located in the jail. In other cases, an analysis of the situation will point to a community program.

The successful development of community programs requires a systematic approach. Formulation without implementation has contributed to the failure of many programs. It would be difficult however to isolate any one element as most important. The guidelines provided in this section should prepare the jail administrator to develop the kinds of programs appropriate for his jail. He should also become aware of the benefits of using volunteers as a major personnel resource. At the same time he should be familiar with procedures necessary for the administration of a program using this resource.

Although guidelines serve a useful purpose, examples can demonstrate the ways in which these guidelines have been used in program development. The programs that are discussed in this section illustrate the varieties of programs and the effective use of guidelines.

VII. JAIL AND COMMUNITY CORRECTIONS PROGRAMS

A. Components of a jail program:

1. Objectives

- a. what will the program do for the prisoner
- b. what will program accomplish for the jail and the community
- c. are the objectives reinforcing or in conflict

2. Content

- a. should be related to the need of the prisoner
- b. should be based on clear and demonstrable objectives

3. Implementation

- a. statement of policy
- b. development of procedures
- c. assignment of responsibility

4. Evaluation

B. Factors determining program development:

1. Nature of the population

- a. security risks
- b. age
- c. length of sentence
- d. by needs
 - (1) educational
 - (2) vocational training
 - (3) employment
 - (4) medical
 - (5) counseling
 - (6) legal aid

2. Personnel

- a. President's Crime Commission report on personnel needs
- b. personnel requirements for program expansion

3. Physical facilities

- a. classrooms
- b. meeting rooms
- c. vocational training spaces
- d. recreation space

4. Community resources

- a. personnel with skills not found in jail
- b. physical facilities that can be made available to prisoners
- c. activities that can include prisoners in some instances without affecting ongoing programs
 - (1) educational
 - (2) vocational training

C. Developing the jail into a community corrections center:

1. Inventory and evaluation of community resources

- a. what community resources are available
 - (1) government organizations
 - a) vocational rehabilitation
 - b) Office of Employment Security
 - c) Veterans Affairs
 - d) Department of Public Welfare
 - (2) private organizations
 - a) Prisoners Aid Society
 - b) Salvation Army
 - c) Volunteers of America
 - d) other private social welfare agencies indigenous to the area
- b. evaluating an organization's capability for assistance
 - (1) review of organization's objectives
 - (2) reivev of organization's resources

2. Developing liaison with community organizations

- a. establishing objectives (what is the organization expected to do)
 - (1) number of persons needing service
 - (2) kinds of problems of prisoners
- b. meetings with administrators
- c. tour of jail
- d. determining location of program
- e. appointing contact persons
- f. establishing procedures
- g. defining roles of agency members

D. Use of volunteers:

1. What programs can use volunteers

2. Recruiting

a. methods

- (1) newspaper adds--house papers, etc
- (2) public speaking engagements
- (3) grand jury hearings

- b. resources
 - (1) professional groups
 - (2) fraternal--church organizations
 - (3) retired persons

3. Selection

- a. importance of selecting volunteers
- b. selection as a constant process

4. Defining tasks

5. Limitations of volunteers

- a. responsibility
- b. decision making

6. Orientation and training

- a. defining roles
- b. rules and regulations to which they must conform

7. Supervision of volunteers

- a. staff supervision
- b. volunteer supervisor

8. Evaluation of volunteer activities

E. Kinds of community programs:

- 1. Work release
- 2. Study release
- 3. Pre-trial work release
- 4. Release on own recognizance under informal supervision by community volunteers
- 5. Modification of sentence

F. Programs for juveniles:

- 1. May be in jail or the community
- 2. Should be aimed at providing continuity with educational experience in the community

G. Programs for women:

1. Should not be a copy of programs for men
2. Programs should be geared to special needs of women and recognition of the special problems they face upon release
 - a. lack of training and experience
 - b. lack of family

H. Program models: (not to be identified by name)

1. Royal Oak, Michigan
2. NCCD - Westchester County
3. San Diego Camp System
4. Multnomah County, Oregon - the multipurpose jail
5. Bucks County Jail
6. San Joaquin County Jail

VIII. WORK RELEASE

RATIONALE

Work release is becoming a popular community program and is in use in a number of correctional systems, short term institutions and jails. Where it is not in use, guidelines are provided for its implementation and administration. The instruction will include discussion on the advantages, disadvantages, and the problems of work release and the ways these problems have been solved.

It would be useful for the administrator who is now operating a work release program to know of the other forms of work release such as study release and temporary release to seek employment, in case he desires to incorporate them into his present program. The information in this section should prepare the jail administrator to develop, implement, and administer a work release program.

GUIDELINES FOR THE WRITERS

Examples give writing credibility. They will assist the student in identifying with the goals and problems, and help to clarify the principles and procedures that are discussed. Below is a list of the examples that should be included in the writing. Whenever possible, the writer should try to indicate situations which have resulted in legal problems: law suits, compensation claims, etc.

VIII. WORK RELEASE

1. Examples of problems encountered by administrators of work release programs. (finding jobs, community reaction, contraband, absconding, drinking, use of private vehicles).

VIII. WORK RELEASE

- A. A brief history of work release:
 - 1. Definition
 - 2. The Wisconsin Huber Law
 - 3. Program in other states
- B. Advantages of work release:
 - 1. Avoid institutionalization
 - 2. Unite prisoner with community under controlled conditions
 - 3. Keep family together
 - 4. Economic benefits to prisoner and community
- C. Administration of work release:
 - 1. Selection of participants
 - a. by offense
 - b. by individual need
 - c. community ties
 - d. job availability
 - 2. Screening board
 - a. jail personnel
 - b. lay representatives from the community
 - 3. Finding work for work release prisoners
 - a. employment agency
 - b. employment placement officer
 - c. job inspection
 - 4. Collection and administration of funds
 - a. centralizing accounting procedure
 - b. assigning responsibility for collection and pay out to family
 - c. restitution payments
 - 5. Housing work release prisoners
 - a. need for separate quarters
 - b. control of contraband
 - c. rules for work releasees

6. Typical problems of work release

- a. absconding rates
- b. family visits
- c. drinking
- d. security
- e. transportation

(1) use of personal vehicles

- a) insurance for personal auto
- b) car pools run by prisoners

(2) public transportation

IX. PLANNING JAIL FACILITIES

RATIONALE

The decision of whether to renovate or alter old facilities, or to construct totally new jails faces many jurisdictions. Whatever decision is made, the size of the expenditure and the relative permanence of the structure make a compelling argument for careful planning. This is not an activity in which a jail administrator will have an opportunity to develop wide experience. It is, therefore, imperative that he become familiar with planning guidelines.

This chapter sets forth guidelines, discusses variables that are factors in planning and presents alternatives. Emphasis is given to the fact that the jail will last a long time and must be built to meet both the needs of today and the emerging needs of tomorrow. The inability to clearly define what future requirements will be increases the requirement for careful planning. Urban renewal and model cities programs are new factors that must be given consideration in developing a planning guideline.

Recognition must be given to innovative organizational arrangements such as the regional jail concept and the integration of the jail with the state correctional system.

IX. PLANNING JAIL FACILITIES

- A. Evaluation of existing facilities:
 - 1. Evidence of overcrowding
 - 2. Review of maintenance costs
 - 3. Evaluation of program capabilities
 - 4. Capability to maintain existing standards
- B. Renovation, alterations, and enlarging existing facilities:
 - 1. Review the objectives of the jail
 - 2. Evaluation of population projections
 - 3. Determining costs
 - 4. Will contemplated changes result in capability to meet stated objectives?
 - 5. Will cost be more or less than a new facility?
 - a. upgrading jail may be holding action and only postpone the problem of building a new facility
 - b. cost of upgrading may be less than new facility but will not be sufficient to achieve the objectives of the jail.
- C. Determining and documenting the need for a new jail:
 - 1. Overcrowding
 - 2. Security problems
 - 3. Difficulty in traffic
 - 4. Program deficiencies
 - 5. Capability for separate quarters for juveniles and women
- D. Generating community support:
 - 1. The use of the annual report
 - 2. Jail tours
 - 3. Public and private agency support
 - 4. Grand jury hearings

E. Planning group:

1. Appointment
2. Composition

F. The jail and community planning:

1. Coordinating with city planning
 - a. population studies
 - b. transportation
 - c. relationship to other public buildings
2. Coordinating with other planning groups
 - a. Department of Highways
 - b. planning councils
3. Coordinating funding
4. Planning grants and granting agencies
 - a. The Safe Streets Act of 1968
 - b. HUD
5. Scheduling construction

G. Planning the jail:

1. Identifying the goals
 - a. security
 - (1) detention
 - (2) confinement
 - b. custodial care
 - c. correction
 - d. receiving and release
2. Identifying functions
 - a. single purpose
 - (1) detention
 - (2) by age or sex grouping
 - (3) other legal segregation
 - b. multipurpose
 - (1) by sex
 - (2) by age
 - (3) sentenced - unsentenced
 - (4) by program

3. The influence of program on internal structure

a. jail centered program

- (1) counseling
- (2) citizen groups
- (3) education
- (4) recreation
- (5) AA

b. community centered

- (1) work release
- (2) interaction with community services

c. the use of multipurpose rooms

4. Non-program factors in internal construction

a. survey of jail population

- (1) age
- (2) kinds of offenses
- (3) sex composition
- (4) security problems

b. Support service requirements

- (1) administrative offices
- (2) kitchen-dining room
- (3) personnel training area
- (4) storage
- (5) traffic flow

5. Determining jail size

a. national population studies

b. local population studies

c. projected crime rates

d. the use of alternatives to confinement

(1) trends in the handling of drunks

- a) detoxification centers
- b) hospitalization
- c) domicilliary care and rest homes

(2) weekend sentences

(3) halfway houses

(4) increased use of probation

H. The regional jail concept:

1. Definition

2. A model

3. Advantages

4. Disadvantages

5. Problems in intergovernmental relationships

- I. Integrating the jail with the State correctional system: ,
 1. The use of state jail inspection laws to establish standards
 2. State responsibility for training
 3. State funds for jail construction
 4. State supervision of expenditures for capital improvements

X. LEGAL PROBLEMS IN JAIL ADMINISTRATION

RATIONALE

In recent years concern for civil rights has sensitized the courts to the rights of prisoners and resulted in an increase in the judicial review of administrative decisions affecting persons in confinement. Although jail administrators always have been aware of the legal rights of prisoners, new problems and new court decisions have changed the rules of the game to some extent. This chapter is an attempt to review the kinds of problems and the court decisions that have resulted from them.

In the course of a day a jailer or a jail administrator is faced with the need to make many decisions affecting prisoners. Some of these decisions are routine, but others are not. For example, the legal division between sentenced prisoners, pre-trial confinees, safe keeping prisoners and material witnesses poses potential problems in housing, program participation and disciplinary actions. Is there a legal requirement that sentenced prisoners be kept separate from the unconvicted? Lack of such separation has been the basis for court review in the military. Will it become a problem for civilian courts in the future?

The rights of prisoners to visiting and correspondence have been reviewed by the courts and the decisions provide guidelines that can be useful to a jailer in avoiding litigation. Similarly the responsibility of the jailer for medical care and liability for industrial accidents has been clarified by the courts. Judicial guidelines can be of value to the jail administrator

in organizing his operation, and setting up proper procedures. A discussion of legal problems must emphasize the need for the jailer to recognize the requirement for complete documentation of his actions since they may be subject to judicial review.

Although the right to bail applies in all but capital cases, it has only been in recent years with the use of bail projects that this right is becoming a reality. The legal basis for bail, its program components, and reasons for its success or failure are discussed in order to provide guidelines and to encourage the development of this kind of program in the jail.

GUIDELINES FOR THE WRITERS

Examples give writing credibility. They will assist the student in identifying with the goals and problems, and help to clarify the principles and procedures that are discussed. Below is a list of the examples that should be included in the writing. Whenever possible, the writer should try to indicate situations which have resulted in legal problems: law suits, compensation claims, etc.

X. LEGAL PROBLEMS IN JAIL ADMINISTRATION

1. Examples of legal problems that have arisen due to situations such as visiting, writing, request for religious services, access to attorneys, grooming.

X. LEGAL PROBLEMS IN JAIL ADMINISTRATION

- A. The legal basis of detention:
 - 1. Legality of arrest
 - 2. Proper confinement order
 - 3. The jailer's responsibility for accepting prisoner
- B. Differential legal requirements for sentenced, unsentenced, material witnesses, and safekeeping prisoners:
 - 1. Housing
 - 2. Work assignments
 - 3. Participation in programs
 - 4. Disciplinary action
 - 5. Interviewing
 - a. screening for bail
 - b. police interrogation
 - c. psychological testing
- C. Areas of legal sensitivity:
 - 1. Visiting and correspondence
 - 2. Religion
 - 3. Access to attorneys and to courts
 - 4. Grooming
 - 5. Protection from other prisoners
 - 6. Responsibility for medical care
 - 7. Industrial accidents
 - 8. Discipline and punishments
 - 9. Tort liability
 - 10. Equality of treatment
 - 11. Right to do legal research
- D. Records Management :

E. Bail:

1. Definition
2. Eligibility
3. Bail programs
 - a. screening methods
 - b. release on own recognizance
4. Bail program results

XI. COMMUNITY RELATIONS

RATIONALE

Traditionally jails and correctional institutions have isolated themselves from the public. Today, however, the development of community corrections programs such as work release, have resulted in a lessening of that isolation. In the process the administrator, who has been a public person but who operates an institution in which there has not been much public interest has had to provide more information about his jail.

Community relations serves a variety of purposes. It opens channels of communication between the jail and the community making it possible to share a mutual concern and understanding of jail problems. It is an educational technique that can serve to elicit community support for jail programs and clear up misconceptions about the jail operation. It also serves the purpose of placing the responsibility for the operation of the jail where it properly belongs: with the community which it represents.

The achievement of effective community relations is the result of a complex interrelationship of variables: leadership and its effect on staff performance; cleanliness of the jail and its population; morale of staff; the sense of fairness that is fed back to the community by both staff and former prisoners, and finally the openness with which the jail is presented to the community.

None of the above can be accomplished without the leadership of the jail administrator. The objectives and components of effective community relations discussed in this chapter should provide the guidelines for this purpose.

GUIDELINES FOR THE WRITERS

Examples give writing credibility. They will assist the student in identifying with the goals and problems, and help to clarify the principles and procedures that are discussed. Below is a list of the examples that should be included in the writing. Whenever possible, the writer should try to indicate situations which have resulted in legal problems: law suits, compensation claims, etc.

XI. COMMUNITY RELATIONS

1. Examples of good and poor public relations -
2. Examples of situations that create negative publicity and ways they have been handled, (e.g. escapes, disturbances in jails, complaints of mistreatment or prisoners or visitors).
3. Effective methods of responding to attacks from hostile editors.
4. Examples of ways to disseminate news.

XI. COMMUNITY RELATIONS

- A. A definition of community relations:
- B. The objectives of community relations:
 - 1. Identification of publics
 - a. general public
 - b. court and court personnel
 - c. prisoners, their families and visitors
 - d. community from which the prisoner comes
 - 2. The educational function
 - a. information about the work
 - b. inform public about jail, its problems, needs and prisoners
- C. Factors in achieving good public relations:
 - 1. Effective leadership is most important
 - 2. Physical appearance of jail
 - 3. Appearance of personnel
 - 4. Proper attitudes
 - 5. Behavior of jail personnel in public
 - 6. Appearance of prisoners
- D. Case studies in public relations:
 - 1. Tours
 - 2. Speaking engagements
 - 3. Handling adverse publicity

INSTRUCTIONAL OBJECTIVES

I. CORRECTIONAL HISTORY AND PHILOSOPHY

A. A brief outline of society's response to crime:

Given a list of multiple choices, the student should be able to underline all the positive results of the shift from an unstructured response to crime by individuals to the structured, formalized response used by the courts.

B. The changing response to crime:

Given a list of alternatives, the student should be able to choose those responses which constitute a "constructive" rather than a merely "punishment-oriented" prison program.

C. Major theories of causes of crime and resulting treatments:

Given a list of possible conclusions, the student should be able to choose that which most effectively summarizes this section.

D. The role of the jailer in relation to crime and the criminal:

Given several descriptions of a jailer's role, the student should be able to choose that description which best describes the present-day jailer's role. (If the student fails to answer this question correctly, he will be required to go over the material again).

E. The relation of the jail to the criminal justice system:

The student should be able to choose from a list of alternatives the statements which most correctly explain the relationship of the jail to the police, the courts and to the correctional system.

INSTRUCTIONAL OBJECTIVES

II. JAIL OPERATIONS

E. Evaluation and Security Classification:

Given descriptions of offenses and offenders, the student should be able to select an appropriate security classification.

F. Security Procedures:

1. Admission: receiving the prisoner

a. checking the confinement order

The student will be given three examples of confinement orders. Upon examination of these, he will be asked to determine the legality of each and underline reasons why each one is or is not legal.

Given the confinement orders for several potential prisoners, the student should be able to state whether or not each prisoner may be legally confined.

b. personal history

Given a list of possible facts needed for a personal history of a prisoner, the student should be able to indicate which of them are needed and which are not.

Given a list of possible questions he might ask of a prisoner, the student will be required to correctly indicate those which he might legally ask.

d. strip search

The student should be able to identify the reasons why it is necessary to give each prisoner a strip search.

Given a list of possible steps in a strip search, the student should be able to choose those steps which are applicable to the actual procedure and arrange them in a logical order.

e. identification

The student should be able to identify the reasons why careful finger-printing and photographing of a new prisoner is important to the jail and to the FBI.

He should also be able to name the camera equipment best fitted for this type of photography.

f. medical examination

The student should be able to identify the reasons why it is necessary for a thorough physical exam to be made on each prisoner upon admission and at release.

Given pictures of three new prisoners, the student should be able to choose the most accurate and complete description for each man's condition.

Given a number of descriptive sentences, the student should be able to choose those sentences which, when combined into a paragraph, best describe the appearance, characteristics, and habitat of lice.

The student should be able to identify reasons for making immediate and complete accident reports.

Given an outline of an accident which could have occurred in his jail, the student should be able to identify the most effective way of recording the effects of the accident. He should also be able to correctly choose, from several potential accident reports, that which most effectively describes what has happened.

g. inventory of personal property

Given a picture of the personal property brought to the jail by a prisoner, the student should be able to correctly write out a receipt for the prisoner which accurately and completely describes each item.

h. bathing and grooming

The student should be able to identify the reasons why it is necessary for each prisoner to be bathed before being assigned to living quarters.

i. clothing issue

The student should be able to identify the reasons why it is necessary for prisoners to wear standardized jail clothing.

The student should also be able to indicate, using a list of possibilities, which types of clothing are appropriate for jail issue.

j, k, 1. housing assignment indicators

Given descriptions of several prisoners (including injuries and characteristics) and a descriptive floor plan of a jail, the student should be able to identify the location which would be most appropriate for each prisoner.

2. Releasing the prisoner

Given several authorizations for release, the student should be able to determine the nature of the release and decide whether or not the release is valid.

3. Control of contraband

Given a list of possible answers, the student should be able to correctly identify an appropriate definition of contraband.

The student should be able to correctly identify the reasons why it is important for shakedowns to be performed.

Given a list of possible steps in a shakedown, the student should be able to choose those steps which are applicable to the actual procedure and arrange them in a logical sequence.

The student should be able to correctly identify the reasons why it is important for cell searches to be made.

Given several pictures of cells and their interiors, the student should be able to identify those areas and articles which should be carefully examined during a cell search. He should also be able to identify appropriate reasons for giving special attention to those areas singled out for careful search.

4. Counting prisoners

The student should be able to correctly identify the reasons why prisoner counts must be made regularly and in accordance with established procedures.

Given a list of possible steps in cell block counts, dormitory counts and work party counts, the student should be able to choose those steps which are applicable to the actual procedures and arrange them in a logical sequence.

5. Tool control

The student should be able to identify the elements of good tool supervision and control. Given several examples the student should be able to identify elements of care-
less control of tools and underline the rationale for pre-
venting such carelessness.

6. Key control

Given several case studies describing key control in various jails, the student should be able to identify the areas in which the jailer has been careless in his control of keys. The student will be expected to indicate what measures he would take to improve key control in each of the situations.

7. Control of drugs and medications

Given several case studies involving control of drugs and medications in various jails, the student should be able to identify acceptable and unacceptable conditions. He should also be able to identify the reasons why he considers certain conditions unacceptable and select a possible way to correct the situation.

8. Transportation of prisoners

The student should be able to identify the correct use of restraint equipment given several techniques which are either acceptable or unacceptable.

Given examples of prisoners being transported by auto, air or by train, the student should be able to underline procedures which are being improperly carried out and identify the measure which would improve the situation.

9. Control of weapons

Given several case studies, the student will be able to identify acceptable and unacceptable control of weapons in jail.

Given a floor plan of several jails, the student will be able to indicate whether or not the arsenal is properly located. In unacceptable examples, the student will be expected to indicate, on the floor plan, where the arsenal should be placed.

11. Security equipment

The student should be able to identify the negative and the positive aspects of TV use.

Given a list of possible factors in cell populations, placement, etc., the student will be expected to choose which of these factors indicate the need for TV monitors.

Given descriptions of intercommunications systems, the student should be able to indicate those elements which are beneficial and those which are unacceptable. In the case of unacceptable elements, the student should be able to identify measures which would improve the situation.

12. Emergency plans

Given a list of possible elements of emergency plans for escapes, fires, disturbances and riots, the student should be able to identify those elements which must be a part of each plan (i.e. who to call, how to evacuate, etc.)

III. JAIL CLIMATE

A. The emotional consequences of confinement:

The student will be expected to identify critical areas of transition to jail life which may be factors contributing to an emotional or violent reaction in the prisoner.

B. Stress as an aspect of prisoner behavior:

Given a list of possibilities, the student should be able to indicate which situations are considered "critical times" for a prisoner.

The student will be expected to identify possible ways in which he can behave toward new prisoners in order to avoid a strong reaction to change in status on the part of prisoners.

The student will be expected to identify the factors that contribute to the climate of a jail.

IV. PRISONER MANAGEMENT AND CONTROL

PART I - PRISONER SUPERVISION

- A. Given a list of possible answers, the student will be expected to identify the objectives of supervision.
- B. Given a list of possible reasons, the student will be expected to select, with 100% accuracy, the reasons for the importance of supervision.
- C. The student will be given a list of authoritarian and non-authoritarian definitions of supervision and will be expected to select the definition that best coincides with the philosophy of the course.

Given examples of prisoner personalities and specific situations, the student will be expected to identify the approach that is best suited to the individual.

Given examples of several situations of communication between a jailer and a prisoner, the student will be expected to identify the prisoner's probable response to, or attitude towards, the jailer's remarks.

Given several examples of job assignments given verbally to prisoners by a jailer, the student should be able to choose that description which is most likely to result in a job that is done correctly and without confusion on the part of the prisoners.

Given several situations describing work details in progress, the student should be able to identify remarks and suggestions which could be made by the supervisor as a means of encouraging the workers, correcting improper working techniques, or increasing the efficiency of the workers.

- D. 2. Given several pictures of cells, the student should be able to identify acceptable and unacceptable housekeeping conditions.

Given examples of several situations within a housing unit, the student should be able to identify those factors which are leading to a breakdown of order and identify possible actions which he might take to restore order.

- 3. Given a list of areas in the dining room, the student should indicate which of those are critical points in need of supervision.

Given several case studies of arguments or fights which can occur in dining rooms, the student should be able to identify the most effective way of dealing with each situation.

4. Given several case studies which involve a breakdown in the system of drug administration and sick call, the student should be able to identify where the breakdown occurred and choose the appropriate solution to the problem.
5. Given a list of all possible visiting facilities, the student should be able to identify the advantages and disadvantages of each type of facility.
6. Given descriptions of several prisoners, the student should be able to choose which of these are eligible to become trusties.

Given descriptions of several types of work assignments, the student should be able to identify which of these are suitable for trusties and which are not.

A. Discipline:

Upon reading a section of material (incl. 1, 2, 3, & 4), the student will be asked to select, from a list of possible conclusions, that which most appropriately summarizes the section.

Given several volatile situations involving rule infractions or uncontrolled behavior, the student should be able to identify the proper procedure for handling each situation.

B. Disciplinary procedures:

Given several examples of rule infractions, the student should be able to determine whether or not a formal report is required.

Given several formal reports of rule infractions, the student should be able to determine what necessary information has been omitted from each report.

Given several case studies of situations involving punishment for rule infractions, the student should be able to indicate where improper procedures have taken place and indicate the proper procedure in each case.

Given several case studies of disciplinary situations, the student should be able to indicate which situations have been improperly handled and choose a reason why the approach was incorrect.

V. SPECIAL PRISONERS

A. The need for special prisoner classification

D. The student will be expected to identify the reasons why a physical exam is especially important for drunks.

Given a list of possible symptoms, the student will be expected to identify those which are characteristic of delerium tremens.

Given descriptions of several prisoners and their behavior, the student should be able to identify which of these are mentally ill. At the same time, the student should be able to identify his responsibility in regard to the mentally ill prisoner (referral).

Given an example of a report on a mentally ill prisoner's condition, the student will be able to choose those sentences which effectively describe a condition and those which are inadequate.

The student will be given a list of restraints used on prisoners. From this list he should be able to choose those which are suitable for use on a mentally ill person.

The student should indicate, by choosing from a list, the way in which drug addicts can be identified upon admission.

Given a list of possible requirements, the student should be able to identify those areas (housing and security) where addicts require particular attention.

The student should be able to indicate the various kinds of homosexuals found in jails.

Given a number of supervisory and custodial techniques, the student should be able to identify those elements which constitute the most effective way of controlling homosexual behavior in jails.

Given a list of possible characteristics, the student should be able to identify the predominant characteristics of pre-suicidal behavior.

The student will be given a list of supervisory methods used in handling prisoners. He will be expected to choose those which represent the best methods of supervising the suicide risk.

* Given a description of several types of special housing for prisoners, the student should be able to identify the type that would be suitable for drunks, drug addicts, homosexuals, and suicide risks.

The student will be able to identify the significant reasons why it is important for a diabetic to see a medically qualified person every day.

Given a list of possible dietary needs and taboos, the student will be expected to identify those which are applicable to the diabetic.

The student should be able to indicate the reasons why casts and bandages should be inspected by medically qualified personnel.

Given several descriptions of prisoners displaying symptoms of extreme drunkenness, the student will be expected to indicate that each man described could be casually diagnosed as a drunk, a diabetic or a man with a head injury.

The student will be expected to identify the reasons why prisoners with an epileptic history, or those claiming to have a history of epilepsy, should be referred to a doctor.

Given several suggested procedures, the student should be able to identify the proper procedure for control of medication.

The student will be given a list of several possible actions to take at the time of an epileptic seizure. He will be expected to indicate 2 or 3 of the most important things to do at the time of seizure.

B. Responsibility for medical care:

The student will be expected to identify the rationale for medical care for prisoners.

Given several definitions, the student will be expected to identify that which most thoroughly explains what medication is.

The student will be expected to identify the responsibilities and the limits of responsibility of the jailer where medical care is concerned.

VI. JAIL MANAGEMENT

PART I

A. This is introduction:

B. Other possible functions:

From a list of conclusions, the student will select the one that represents the basic rationale for expanding the functions of the jail.

C. Problems in Jail Administration:

The Crime Commission report arrived at certain conclusions regarding the problems of the jail. The student will select the statement that most closely represents the conclusions.

D. The functions of the administrator:

From a list of activities, the student will select those that represent the functions of the administrator.

VI. JAIL MANAGEMENT

PART II

A. Fiscal Management:

A case study of budget planning will be given. The student will be required to select the proper step to be taken at each critical point.

B. Personnel Administration:

Given case studies of jail personnel problems, the student will be required to select solutions to problems such as:

- a. turnover due to poorly developed qualifications with resultant over or under assignment
- b. proper or improper recruitment methods
- c. appropriate methods of evaluating applicants
- d. what the necessary elements are in the probationary period if it is to be used to train a select personnel
- e. some of the important steps in personnel assignment
- f. select the reasons why post rotation is important
- g. from a list of job satisfiers select the one that studies have shown to be the most important

VI. JAIL MANAGEMENT

PART IV

A. Support services:

1. Medical services

The student will select that statement which is consistent with the philosophy of the text.

Given certain population characteristics of a specific jail, the student will select the program which emphasizes the kind of medical care that will be appropriate. (heavy on referral, doctor on call when needed, regular scheduled sick call, need for a full time nurse, etc.)

The student will select those elements that are contained in a model medical program in a jail.

Given a case study of a jail that cannot have a medical program within the jail, the student will select that alternative that is most suited to its needs.

From a list of possible reasons, the student will select the reasons for the need to keep accurate medical records.

The students will select the basic elements of sick call administration.

The student will identify the elements in proper drug control (ordering, safekeeping, inventory, records).

2. Food services

The student will be given a case study of a problem in feeding in a jail and will select the solution that is consistent with the discussion in the text.

The student will select the reasons why trusties must be closely supervised in food serving.

The student will select the circumstances in a jail which indicate that a full time, part time, or inmate cook should be used.

The student will select those elements which are necessary in the procurement of food supplies.

The student will select the conclusion that is most consistent with the text.

Given a list of elements necessary in good menu planning, and examples of a week's menus in a particular jail, the student should be able to identify the statement which most accurately evaluates the jail's dietary situation.

Given a list of agencies, the student should also be able to identify sources of possible outside help in menu planning.

i. The student will identify the kinds of persons or the kinds of medical situations that will require the establishment of a diet line.

5. Maintenance

The student will select from a list the rationale for preventive maintenance in a jail.

6. b. Given a personal profile of several staff members, the student will be required to select the one who is most qualified to do staff training.

c. The student will select those factors that can be considered indications of a need for training.

7. The student will select from a list those items that are basic to a commissary.

The student will select the most acceptable method for handling prisoner purchases.

VII. THE JAIL AND COMMUNITY CORRECTIONS PROGRAMS

B. Factors determining program development:

Given a list of possible methods, the student should be able to identify the most acceptable methods by which a jailer can determine the needs of a prison population.

Given a description of a jail, the student will be required to select those factors that limit the use of programs in the jail.

C. Developing the jail into a community corrections center:

1. Given a list of community agencies and their stated objectives, the student should be able to identify those which are relevant to the needs of the jail.

Given several specific jail population statistics, the student should be able to choose an objective for seeking the help of an agency and then select the agency best suited to meeting his objective.

The student will be required to select the factors that must be considered before a decision can be made to seek assistance for a program in the community. (prisoner needs, evaluation of the agency's capability to provide assistance, whether program should be in jail or community.)

2. Given several case studies of jail administrators establishing liaison with community agencies, the student should be able to determine what steps were omitted and where an effective method was used.

D. Use of Volunteers:

1. The student will be required to select those programs that have been traditionally run by volunteers.
2. Given a case study of a group that is interested in volunteer work, the student will be required to identify those expressions of interest and those statements of goals that should be considered detrimental to a volunteer program.
3. Given several case histories of volunteer programs that have failed, the student will be required to select from a list, possible reasons for failure of these programs.

VIII. WORK RELEASE

Given several statements, the student should be able to select that statement which embodies all the basic elements of work release.

Given descriptions of several prisoners, the student should be able to decide which of these should be selected for work release.

Given three examples of possible housing arrangements for work release prisoners, the student should be able to indicate which special procedures, on a list of procedures, will be required in order to insure a smooth operation of the program in each situation.

Given several examples of problems encountered in work release programs, the student should be able to indicate, by choosing from a list, possible solutions for the problem or acceptable explanations for temporary existence of the problem.

IX. PLANNING JAIL FACILITIES

Given a description of a jail and a list of things to consider when determining the need for a new jail, the student will be expected to indicate those areas in which he feels the jail is inadequate and indicate the reasons for reaching his conclusion.

Given the responsibility for planning a new jail and a case study of the community in which the jail will be built, the student will be required to select, at critical points in the planning process, the appropriate decision to be made before the next step can be considered.

X. LEGAL PROBLEMS IN JAIL ADMINISTRATION

Case examples will be given of situations that have resulted in court actions and the student will be expected to select the resulting court decisions and the reasons for it.

In instances where court action has not resulted but where sensitive issues remain to be resolved, hypothetical cases will be given and the student will be required to select the proper way to handle the problem based on the philosophy of the text and the legal trends of the times.

XI. COMMUNITY RELATIONS

1. Given a number of definitions of public relations, the student will be required to select the one most appropriate to the material of the text.
2. From a list of possible objectives, the student will be required to select those that are related to the objectives of public relations in the jail.
3. A description of a tour of the jail will be given, including the composition of the group and the tour guide. The behavior of the guide and incidents on the tour will be given as examples of what can happen on a tour. The student will be required to select from a possible list of choices at the critical points, the decisions he would make or explanations he would give to the group to counter the impression of the jail the incident has given them.
4. Given a description of a speaking engagement, and an indication of questions that the speaker, a representative of the jail, was asked about the jail operation, the student will be required to select the reply that is most appropriate and indicates an awareness of the function of public relations as given in the text.
5. Given a case study in which a reporter is permitted to tour the jail and writes a biased article that is unfavorable to the jail, the student will select the proper method of responding to this adverse publicity.